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ABSTRACT

It is hoped the document will provide educators quick access to instructional and research materials in vocational and technical education. The document is divided into three major sections: Instructional Materials, Research Materials, and Projects in Progress. The first two sections are subdivided according to the categories: Abstracts, Subject Index, and Author Index. The subject index terms correspond to the descriptors in the THESAURUS of ERIC DESCRIPTORS and, together with the author index, provide access to the abstract subsection. The Projects in Progress section, divided into Curriculum and Research subsections, announces in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968, Parts C, D, and I. The curriculum subsection includes a Curriculum Management Centers Directory; the research subsection provides a State Vocational Education Research Offices Directory. VT numbers run from VT 100 801 to VT 101 000. (Author/NH)

ED 098441

ABSTRACTS

OF

INSTRUCTIONAL AND RESEARCH MATERIALS

IN

VOCATIONAL AND TECHNICAL EDUCATION

VT 100 801 - 101 000

AIM/ARM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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1974

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD, COLUMBUS, OHIO 43210

CE 003 164

PREFACE

Finding and using relevant information frequently is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to making useful and vital information accessible ~~so that~~ educators may use it to improve school practice.

The Center assembles, under one cover, information about instructional and research materials relevant to the field of vocational-technical education.

Through abstracts designed to present useful information about materials, the Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) publication provides educators quick access to in-use or under-development instructional and research materials.

We are indebted to our colleagues within the profession for providing us instructional and research materials as they become available. We also appreciate the contributions of instructional materials laboratories, local school systems and professional associations such as the Vocational Instructional Materials (VIM) section of the American Vocational Association. Members of the profession are encouraged to forward to AIM/ARM at The Center instructional and research materials for possible inclusion in future issues of AIM/ARM.

We hope that this publication will prove valuable to you in your particular educational endeavors.

Robert E. Taylor
Director
The Center for Vocational
Education

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MISSION OF THE CENTER

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

This publication was prepared pursuant to a grant with the Bureau of Occupational and Adult Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Bureau of Occupational and Adult Education position or policy.

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N O T I C E

WE ENCOURAGE THE FORWARDING OF TWO COPIES OF MATERIALS RELATING TO VOCATIONAL AND TECHNICAL EDUCATION FOR POSSIBLE INCLUSION IN THE AIM/ARM SYSTEM TO:

AIM/ARM
THE CENTER FOR VOCATIONAL EDUCATION
1960 KENNY ROAD
COLUMBUS, OHIO 43210

SAMPLE ABSTRACT

Accession number sequentially assigned to documents as they are processed.

VT 100 000

Author(s).

RICHARDS, F.L.

OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE.

Title.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
DEPT. OF AGRICULTURAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
DIV. OF ADULT, AND VOCATIONAL RESEARCH.

Organization where document originated.

Agency responsible for initiating, funding, and managing the project producing the document.

MF means microfiche. Documents not in VT-ERIC MICROFICHE SETS are available from alternate sources cited.

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Report number and/or bureau number.

OEC-0-85-12345 (7291)
TEACHER-EDUC-SER-V12-N1

Contract (OEC) or grant (OEG) number.

DEPARTMENT OF AGRICULTURAL EDUCATION, PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PENNSYLVANIA 16802 ($1.00).

Alternate source for obtaining documents.

Date published and number of pages.

PUB DATE - 71 56P.

Descriptors--subject terms characterizing substantive contents. Major terms preceded by asterisk.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; *ORNAMENTAL HORTICULTURE; HIGH SCHOOLS; *POST SECONDARY EDUCATION; LANDSCAPING; NURSERIES (HORTICULTURE); TURF MANAGEMENT; *TECHNICAL EDUCATION

Identifiers--terms not found in the *Thesaurus of ERIC Descriptors*.

IDENTIFIERS - *PENNSYLVANIA

Informative condensation of document content.

ABSTRACT - INTENDED TO SUGGEST SUBJECT MATTER CONTENT OF COURSES OR PROGRAMS IN ORNAMENTAL HORTICULTURE FOR HIGH SCHOOL AND POSTSECONDARY VOCATIONAL-TECHNICAL PROGRAMS, THIS CURRICULUM GUIDE WAS PREPARED BY STAFF MEMBERS OF THE AGRICULTURAL EDUCATION DEPARTMENT AT THE PENNSYLVANIA STATE UNIVERSITY, AND TESTED IN A WORKSHOP WITH VOCATIONAL AGRICULTURE TEACHERS. CONTENTS ARE: (1) OUTLINES OF COURSES IN ORNAMENTAL HORTICULTURE, (2) ORNAMENTAL HORTICULTURE PROGRAMS FOR GRADES 10, 11, AND 12, (3) NURSERY PRODUCTION . . . THE CONTENT IS PRESENTED IN OUTLINE FORM UNDER EACH TOPIC, AND IS APPLICABLE TO THE UNITED STATES AND LOWER CANADA. (GB)

Abstractor's initials.

HOW TO USE AIM/ARM

This volume of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) has three major sections: Instructional Materials, Research Materials, and Projects in Progress.

The Instructional and Research Materials sections each have three subsections: Abstracts, Subject Index, and Author Index. The abstracts present information about documents' authors, titles, availability, and content to help you decide if you want to read the full text of a document. A sample abstract on the opposite page identifies the various pieces of information presented in an abstract.

The Subject and Author Indexes help you locate, by subject descriptors conforming to those listed in the Thesaurus of ERIC Descriptors and by author/institutions names, abstracts of documents relevant to your information needs.

The Projects in Progress Section, divided into Curriculum and Research subsections, announces through title by state indexes and abstracts, in-progress research and curriculum development projects funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. The Curriculum subsection of Projects in Progress also includes a Curriculum Management Centers Directory while the Research subsection provides a State Vocational Education Research Offices Directory. This section helps you keep aware of ongoing activities in vocational and technical education curriculum development and research.

Full texts of most of the documents announced in AIM/ARM are available in the AIM/ARM, VT-ERIC Microfiche Sets (see page 932). Those documents not listed as being available "MF AVAILABLE IN VT-ERIC SET" are usually obtained from the listed author/publisher.

INSTRUCTIONAL MATERIALS SECTION (AIM)

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INSTRUCTIONAL MATERIALS ABSTRACTS

VT 100 801
ALLEN, THOMAS R., JR., AND OTHERS
WEST VIRGINIA GUIDEBOOK. JOB PLACEMENT SERVICES.

WEST VIRGINIA STATE DEPT. OF EDUCATION, HUNTINGTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 89P.

DESCRIPTORS - *GUIDES; *PROGRAM DEVELOPMENT; *JOB PLACEMENT; *STUDENT PLACEMENT; *VOCATIONAL EDUCATION; EMPLOYMENT SERVICES; VOCATIONAL COUNSELING; OCCUPATIONAL GUIDANCE; ARTICULATION (PROGRAM)
IDENTIFIERS - *WEST VIRGINIA

ABSTRACT - DIVIDED INTO FOUR SECTIONS AND DIRECTED TO VOCATIONAL PERSONNEL AND COUNSELORS IN VOCATIONAL-TECHNICAL SCHOOLS, THIS MANUAL IS INTENDED TO SERVE AS A GUIDE FOR DESIGNING AND IMPLEMENTING JOB PLACEMENT PROGRAMS FOR GRADUATES OF VOCATIONAL PROGRAMS. INCLUDED IN ADDITION TO THE INTRODUCTION, ARE SECTIONS ON: (1) HOW TO ORGANIZE A PLACEMENT SERVICE, (2) MAJOR FUNCTIONS OF THE JOB PLACEMENT COORDINATOR, AND (3) INFORMATION ON APPLICANT TESTING. AS SUPPLEMENTS TO THE GUIDE, LABOR LAWS, SAMPLE INTEREST INVENTORIES, DATA SHEETS FOR INCLUSION IN PLACEMENT RECORDS, WORK SHEETS, APTITUDE AND ACHIEVEMENT TESTS, INTERVIEW GUIDELINES, CHECK SHEETS OF FACTORS TO BE INCLUDED IN JOB PLACEMENT CENTERS, AND A LIST OF EXISTING PROGRAMS WHICH ARE DESIGNED TO ASSIST THE DISADVANTAGED OR HARD TO EMPLOY ARE GIVEN. (SN)

VT 100 802
URBANIC, CHARLES E.
GARDEN CENTER WORKER.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE.; OHIO STATE UNIV., COLUMBUS. DEPT. OF AGRICULTURAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
AGDEX 951
AGRICULTURAL EDUCATION CURRICULUM MATERIALS SERVICE, THE OHIO STATE UNIVERSITY, ROOM 201, 2120 FYFFE ROAD, COLUMBUS, OHIO 43210
PUB DATE - 71 146P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *WORKBOOKS; TEXTBOOKS; *HORTICULTURE; *VOCATIONAL EDUCATION; MANUALS; *ORNAMENTAL HORTICULTURE; NURSERY WORKERS (HORTICULTURE)

ABSTRACT - THIS MANUAL WAS DEVELOPED TO ASSIST STUDENTS OF HORTICULTURE BY PROVIDING THEM WITH PRACTICAL SITUATIONS WHERE THEY CAN APPLY THE PRINCIPLES, THEORIES, AND KNOWLEDGE PRESENTED THEM IN FORMAL CLASSES. INTENDED TO BE USED AS A TEXT-WORKBOOK COMBINATION, THE PUBLICATION CONTAINS OBJECTIVES, CONCEPTS, GENERAL INFORMATION, AND STUDENT EXERCISES FOR EACH OF THE SIX UNITS INCLUDED. TITLES OF THOSE UNITS ARE: (1) INTRODUCTION TO THE GARDEN CENTER WORKER, (2) GARDEN CENTER BUSINESS PRACTICES, (3) IDENTIFICATION AND CHARACTERISTICS OF ORNAMENTAL PLANTS, (4) CARE OF PLANTS IN THE GARDEN CENTER, (5) CHEMICALS, AND (6) GARDEN SUPPLIES AND RELATED PRODUCTS. (SN)

VT 100 803
BOOKKEEPING CLASSES SPECIAL JOURNALS TRANSPARENCIES PACKET: INTRODUCTION. RECORDING GOODS BOUGHT ON ACCOUNT - PURCHASES JOURNAL. CASH PAYMENTS JOURNAL. RECORDING GOODS SOLD ON ACCOUNT - SALES JOURNAL. CASH RECEIPTS JOURNAL. GENERAL JOURNAL.

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 122P.

DESCRIPTORS - *TRANSPARENCIES; *OFFICE OCCUPATIONS EDUCATION; *BOOKKEEPING; *CLASSROOM MATERIALS

ABSTRACT - SIX SETS OF TRANSPARENCIES ARE COMBINED IN THIS PACKET OF TEACHING MATERIALS FOR BOOKKEEPING CLASSES. MATERIALS IN THE PACKET INCLUDE THE FOLLOWING: (1) INTRODUCTION (7 TRANSPARENCIES), (2) PURCHASES JOURNAL (36 TRANSPARENCIES), (3) CASH PAYMENTS JOURNAL (14 TRANSPARENCIES), (4) SALES JOURNAL (32 TRANSPARENCIES), (5) CASH RECEIPTS JOURNAL (19 TRANSPARENCIES), AND (6) GENERAL JOURNAL (13 TRANSPARENCIES). (MU)

VT 100 804
CAREER OPPORTUNITIES TRANSPARENCIES.

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 35P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *CAREERS; *JOB APPLICATION; *EMPLOYMENT INTERVIEWS; *TRANSPARENCIES; VOCATIONAL INTERESTS

ABSTRACT - INFORMATION ON PLANNING

A CAREER IS GIVEN IN THESE 35 TRANSPARENCIES WHICH INCLUDE VOCATIONAL INTEREST INVENTORIES CONCERNING CLERICAL, MUSIC, SCIENTIFIC RESEARCH, ART, AND SOCIAL SERVICE OCCUPATIONS. PERSONAL ATTRIBUTES THAT WILL AID THE JOB SEEKER, A NUMBER OF CAREERS IN HOME ECONOMICS AND SEVERAL SOURCES OF JOB INFORMATION FOR THE STUDENT ARE GIVEN. THE STEPS ILLUSTRATED IN JOB APPLICATION INCLUDE THE APPLICATION FORM AND INTERVIEW, APPROPRIATE DRESS, PROCEDURES, AND TIPS ON BEHAVIOR. GENERAL INFORMATION ABOUT PERFORMANCE ON THE JOB IS INCLUDED. (MU)

VT 100 805
HOLLIDAY, MARGARET P.
NEGOTIABLE INSTRUMENTS.
(TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 28P.

DESCRIPTORS - *TRANSPARENCIES; *BUSINESS EDUCATION; *BANKING; *BANKING VOCABULARY; ACCOUNTING; FINANCIAL SERVICES
IDENTIFIERS - *NEGOTIABLE INSTRUMENTS

ABSTRACT - THESE 28 TRANSPARENCIES REPRESENT EXAMPLES OF CHECKS, DRAFTS, AND PROMISSORY NOTES FOR USE IN BUSINESS EDUCATION COURSES. SEPARATE TRANSPARENCIES IDENTIFY EACH PART OF THE THREE TYPES OF INSTRUMENTS BY CONTENT, SIGNATURE, ORDER TO PAY, WORDS OF NEGOTIABILITY, CERTAIN SUM, TIME OF PAYMENT ON DEMAND, AND SUMMARY OF CONTENTS. (MU)

VT 100 806
REENSTJERNA, SWANNEE R.
TRANSCRIBING TRAINING TECHNIQUES.
(TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 6P.

DESCRIPTORS - *BUSINESS EDUCATION; *TRANSPARENCIES; *STENOGRAPHY; *OFFICE MACHINES; OFFICE PRACTICE; *OFFICE OCCUPATIONS EDUCATION

ABSTRACT - SIX TRANSPARENCIES FOR USE IN A BUSINESS EDUCATION CLASS MAKE UP THIS PACKAGE OF TEACHING MATERIALS. THEY IDENTIFY THE FOLLOWING PIECES OF EQUIPMENT: (1) CASSETTE TYPE UNIT--RECORDER, (2) REEL TYPE UNIT--RECORDER, (3) DISK TYPE UNIT--TRANSCRIBER, (4) MINIATURE AND REGULAR CASSETTE TYPE UNIT, (5) BELT TYPE UNIT--RECORDER, TRANSCRIBER, AND (6) DISPOSABLE BELT TYPE UNIT--TRANSCRIBER. (MU)

VT 100 807
JARNOW, JEANNETTE
CAREER EXPLORATION IN THE FASHION INDUSTRY: A SUGGESTED PROGRAM GUIDE.

FASHION INST. OF TECH., N.Y.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
FASHION-IND-SER-1
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.15)
STOCK NUMBER 1780-01263
PUB DATE - 73 74P.

DESCRIPTORS - *EMPLOYMENT OPPORTUNITIES; *TRADE AND INDUSTRIAL EDUCATION; *PROGRAM GUIDES; *RESOURCE GUIDES; *CAREER OPPORTUNITIES
IDENTIFIERS - *FASHION INDUSTRY; CAREER EXPLORATION

ABSTRACT - THIS GUIDE FOR EXPLORING CAREERS IN THE FASHION INDUSTRY IS INTENDED AS A RESOURCE FOR ADMINISTRATORS, TEACHERS, AND COORDINATORS WHO ARE INITIATING OR DEVELOPING A CAREER EXPLORATION PROGRAM IN THE FIELD. IT PROVIDES A SERIES OF CURRICULUM MODULES, EACH OF WHICH CORRESPONDS TO A DIFFERENT OCCUPATIONAL FIELD WITHIN THE FASHION INDUSTRY. EACH MODULE CONTAINS AN OCCUPATIONAL OVERVIEW OF THE FIELD, EMPLOYMENT OPPORTUNITIES, COMPETENCIES REQUIRED OF WORKERS, AND SUGGESTIONS FOR EXPLORATORY EXPERIENCES, OBJECTIVES TO BE ACHIEVED, AND TEACHING RESOURCES. THE OCCUPATIONAL FIELDS ARE APPAREL DESIGN AND PRODUCTION, FASHION MERCHANDISING, TEXTILE DESIGN AND PRODUCTION, AND DRYCLEANING AND LAUNDERING. RELATED DOCUMENTS INCLUDE VT 100 808 - VT 100 811. (AUTHOR/MU)

VT 100 808
JAFFE, HILDE, AND OTHERS
APPAREL DESIGN AND PRODUCTION: A SUGGESTED PROGRAM GUIDE.

FASHION INST. OF TECH., N.Y.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
FASHION-IND-SER-2
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.40)
STOCK NUMBER 1780-01178
PUB DATE - 73 125P.

DESCRIPTORS - *PROGRAM GUIDES; TEACHING GUIDES; *OCCUPATIONAL INFORMATION; *TRADE AND INDUSTRIAL EDUCATION; *CLOTHING DESIGN; CLOTHING INSTRUCTION; *MANUFACTURING INDUSTRY; CAREER OPPORTUNITIES
IDENTIFIERS - *APPAREL INDUSTRY

ABSTRACT - THIS PROGRAM GUIDE PROVIDES AN OVERVIEW OF THE APPAREL INDUSTRY, OCCUPATIONAL OPPORTUNITIES IN THE FIELD AND COMPETENCIES REQUIRED OF WORKERS. THE SCOPE AND ECONOMICS OF THE FIELD AND THE RANGE OF OCCUPATIONAL OPPORTUNITIES ARE SUMMARIZED AND EXAMPLES OF PROGRAMS IN APPAREL DESIGN AND PRODUCTION ARE GIVEN. BASIC SKILL DEVELOPMENT AND CAREER ADVANCEMENT INSTRUCTION CONTAIN OVER 20 SUBJECT MATTER AREAS WHICH INCLUDE OBJECTIVES TO BE ACHIEVED, TEACHING CONTENT AND SUGGESTIONS FOR LEARNING EXPERIENCES, EVALUATION, TEACHING RESOURCES, AND INSTRUCTIONAL SUPPLIES. SUGGESTED EQUIPMENT AND COSTS ARE INCLUDED AS WELL AS A BIBLIOGRAPHY AND A LIST OF REPRESENTATIVE TRADE ORGANIZATIONS. RELATED DOCUMENTS ARE AVAILABLE AS VT 100 807 AND VT 100 809 - VT 100 811. (AUTHOR/MU)

VT 100 809
RUSSO, MIRIAM
TEXTILE DESIGN: A SUGGESTED PROGRAM GUIDE.

FASHION INST. OF TECH., N.Y.
OFFICE OF EDUCATION, (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
FASHION-IND-SER-3
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.60)
STOCK NUMBER 1780-01262
PUB DATE - 73 123P.

DESCRIPTORS - *PROGRAM GUIDES; *OCCUPATIONAL INFORMATION; *TRADE AND INDUSTRIAL EDUCATION; *TEXTILES INSTRUCTION; *DESIGN; TEACHING GUIDES; *CAREER OPPORTUNITIES
IDENTIFIERS - *TEXTILE DESIGN

ABSTRACT - THIS PROGRAM GUIDE PROVIDES AN OVERVIEW OF THE TEXTILE DESIGN FIELD, OCCUPATIONAL OPPORTUNITIES, AND COMPETENCIES REQUIRED OF WORKERS. THE MANPOWER NEEDS, EDUCATIONAL PREPARATION, A PROFILE OF ENTRY JOBS AND ADVANCED CAREER OPPORTUNITIES ARE SUMMARIZED. THE TEXTILE DESIGN PROGRAM IS DESCRIBED WITH DESIRED BEHAVIORAL OUTCOMES AND EXAMPLES OF PROGRAMS. GENERAL PROGRAM CONSIDERATIONS INCLUDE SUCH THINGS AS FACULTY, ENROLLMENT, ADVISORY COMMITTEE, COOPERATIVE TRAINING, AND MATERIALS AND SUPPLIES. A LIST
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OF REPRESENTATIVE TRADE ORGANIZATIONS, SUGGESTED EQUIPMENT, AND A BIBLIOGRAPHY ARE INCLUDED. RELATED DOCUMENTS ARE AVAILABLE AS VT 100 807, VT 100 808, VT 100 810, AND VT 100 811. (AUTHOR/MU)

VT 100 810
TEPPER, BETTE
FASHION MERCHANDISING: A SUGGESTED PROGRAM GUIDE.

FASHION INST. OF TECH., N.Y.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
FASHION-IND-SER-4
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.50)
STOCK NUMBER 1780-01260
PUB DATE - 73 109P.

DESCRIPTORS - *MERCHANDISING; *PROGRAM GUIDES; *OCCUPATIONAL INFORMATION; *DISTRIBUTIVE EDUCATION; CAREER OPPORTUNITIES; RETAILING; WHOLESALING

ABSTRACT - THIS GUIDE PROVIDES AN OVERVIEW OF THE FASHION MERCHANDISING FIELD, OCCUPATIONAL OPPORTUNITIES, AND COMPETENCIES REQUIRED OF WORKERS. THE TERM, FASHION MERCHANDISING, IS USED TO IDENTIFY THE OCCUPATIONAL FIELD INVOLVED IN THE PERFORMANCE OF THE MARKETING FUNCTION IN RETAILING, WHOLESALING, AND MANUFACTURING ESTABLISHMENTS. A LIST OF OVER 30 OCCUPATIONS OUTLINES VARIOUS ENTRY JOBS AND CAREER OPPORTUNITIES IN THE FIELD. GENERAL PROGRAM CONSIDERATIONS INCLUDE A SURVEY OF NEEDS, FACULTY, ENROLLMENT, ADVISORY COMMITTEE, AND INSTRUCTIONAL MATERIALS AND AIDS. OUTLINES OF THE AREAS OF INSTRUCTION COVER THE MATERIALS USED IN THE TRADE (TEXTILES, FURS, LEATHER), SELLING AND DISPLAY, BUYING, SALES PROMOTION, AND FASHION COPYWRITING. FACILITIES, EQUIPMENT, AND INSTRUCTIONAL SUPPLIES NEEDED FOR THE PROGRAM ARE LISTED. RELATED DOCUMENTS ARE AVAILABLE AS VT 100 807 - VT 100 809 AND VT 100 811. (AUTHOR/MU)

VT 100 811
SAMUELS, JOSEPH
DRYCLEANING AND LAUNDERING: A SUGGESTED PROGRAM GUIDE.

FASHION INST. OF TECH., N.Y.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
FASHION-IND-SER-5
SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($1.20)
STOCK NUMBER 1780-01261
PUB DATE - 73 80P.

DESCRIPTORS - *PROGRAM GUIDES; *TRADE AND INDUSTRIAL EDUCATION; *DISTRIBUTIVE EDUCATION; *CLEANING; *OCCUPATIONAL INFORMATION; TEACHING GUIDES; CAREER OPPORTUNITIES
IDENTIFIERS - *DRYCLEANING AND LAUNDERING

ABSTRACT - THIS GUIDE PROVIDES AN OVERVIEW OF THE DRYCLEANING AND LAUNDERING INDUSTRY, OCCUPATIONAL OPPORTUNITIES, AND COMPETENCIES REQUIRED OF WORKERS. IT CONTAINS OUTLINES OF AREAS OF INSTRUCTION THAT INCLUDE OBJECTIVES TO BE ACHIEVED, TEACHING CONTENT, AND SUGGESTED LEARNING EXPERIENCES, EVALUATION, AND TEACHING RESOURCES. SUGGESTED EQUIPMENT AND A LIST OF REPRESENTATIVE TRADE ASSOCIATIONS ARE INCLUDED. THE FOLLOWING AREAS OF INSTRUCTION ARE INCLUDED: (1) THE PROGRAM FOR CLASSWORK IN DRYCLEANING AND LAUNDERING, (2) OUTLINES OF AREAS OF INSTRUCTION, (3) CAREER ADVANCEMENT, (4) FACILITIES, EQUIPMENT, AND SUPPLIES. RELATED DOCUMENTS ARE AVAILABLE AS VT 100 807 - VT 100 810. (AUTHOR/MU)

VT 100 812
NORTH DAKOTA THIRD ANNUAL ALL-SERVICE VOCATIONAL EDUCATION CONFERENCE. CONFERENCE SUMMARY. (3RD, BISMARCK, AUGUST 20-24, 1973).

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 50P.

DESCRIPTORS - *CONFERENCE REPORTS; *VOCATIONAL EDUCATION; *CONFERENCES; *INSERVICE EDUCATION; WORKSHOPS
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - THIS DOCUMENT HIGHLIGHTS THE PROCEEDINGS OF THE THIRD ANNUAL ALL-SERVICE VOCATIONAL EDUCATION CONFERENCE HELD IN NORTH DAKOTA DURING THE PERIOD, AUGUST 20-24, 1973. BASICALLY DESIGNED AS AN INSERVICE TRAINING ACTIVITY FOR VOCATIONAL EDUCATION PERSONNEL, THE CONFERENCE HAD THREE BROAD OBJECTIVES: (1) TO UPGRADE THE PROFESSIONAL PERSONNEL INVOLVED IN VOCATIONAL EDUCATIONAL PROGRAMS IN NORTH DAKOTA, (2) TO SHARPEN THE FOCUS OF THE ROLE OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF PEOPLE, AND (3) TO CONTINUE TO FOSTER A SPIRIT OF COOPERATION AMONG THE VOCATIONAL PROGRAM AREAS FACING COMMON EDUCATIONAL PROBLEMS. THE FORMAT OF THE CONFERENCE CONSISTED OF TWO COMPONENTS. THE FIRST ONE WAS DEVOTED TO TOTAL GROUP PARTICIPATION AND THE SECOND PORTION TO PARTICIPATION BY PROGRAM AREA. SUMMARIES OF MOST OF THE ACTIVITIES AND PRESENTATIONS ENGAGED IN AT THE CONFERENCE ARE INCLUDED IN THIS PUBLICATION. (AUTHOR/SN)

VT 100 813
EVERHARDT, RICHARD M.
CASH OR CHARGE.

JEFFERSON SENIOR HIGH SCHOOL, DELPHOS, OHIO.
MF AVAILABLE IN VT-ERIC SET.
THE DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND

DESCRIPTORS - MANUALS; *TEACHING GUIDES; *SALESMANSHIP; *DISTRIBUTIVE EDUCATION; *RETAILING; MERCHANDISING; *CREDIT (FINANCE)

ABSTRACT - DIVIDED INTO TWO PARTS, THIS MANUAL EXPLAINS THE IMPORTANCE OF RETAIL CREDIT AND SEVERAL OF THE MORE POPULAR TYPES OF CREDIT CARDS USED TODAY AS WELL AS HOW TO FILL OUT CASH AND CHARGE SALES CHECKS. PART ONE CONTAINS SIMPLE EXAMPLES OF CASH SLIPS, WHILE PART TWO INCLUDES ACTUAL CHECKS THAT ARE USED FOR BANK AMERICARD SALES. BECAUSE THE PUBLICATION IS INTENDED AS A PREVENTITIVE AID TO PROBLEMS WHICH DISTRIBUTIVE EDUCATION STUDENTS MIGHT FACE ON THEIR JOBS, ITS USE IF RECOMMENDED IN CONJUNCTION WITH THE PUPILS' DAILY ENCOUNTERS. PRESENTED IN THE DOCUMENT ARE: (1) METHODS FOR TEACHING THE VARIOUS SALES CONCEPTS, (2) SUPPORTIVE TRANSPARENCIES, AND (3) STUDENT HANDOUTS. (SN)

VT 100 814
EVERHARDT, RICHARD M.
DICTIONARY OF MARKETING TERMS.

JEFFERSON SENIOR HIGH SCHOOL, DELPHOS, OHIO.
MF AVAILABLE IN VT-ERIC SET.
THE DISTRIBUTIVE EDUCATION MATERIALS LABORATORY, OHIO STATE UNIV., 1885 NEIL AVENUE, 115 TOWNSHEND HALL, COLUMBUS, OHIO 43210
PUB DATE - ND 102P.

DESCRIPTORS - *DICTIONARIES; *DEFINITIONS; *GLOSSARIES; *MARKETING; *DISTRIBUTIVE EDUCATION; REFERENCE BOOKS

ABSTRACT - DESIGNED AS AN AID TO ASSIST STUDENTS IN DISTRIBUTIVE EDUCATION COURSES, THIS DOCUMENT CONTAINS THE DEFINITIONS OF MORE THAN 1200 MARKETING TERMS. ENTERED

IN ALPHABETICAL ORDER, THE WORDS AND DEFINITIONS LISTED WERE TAKEN FROM OVER TEN COLLEGE AND HIGH SCHOOL TEXTBOOKS AND INCLUDE TERMS USED IN RETAILING, WHOLESALING, ECONOMICS, AND INVESTMENTS. (SN)

VT 100 815
A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT IN GRADES K-14. INTERIM REPORT.

ORANGE COUNTY CAREER DEVELOPMENT PROGRAM, ORLANDO, FLA.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0630
PUB DATE - 15SEP73 120P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *INSTRUCTIONAL MATERIALS; *INTEGRATED CURRICULUM; *OCCUPATIONS; ELEMENTARY GRADES; SECONDARY GRADES; POST SECONDARY EDUCATION
IDENTIFIERS - *ORANGE COUNTY CAREER DEVELOPMENT PROGRAM

ABSTRACT - THE INTERIM REPORT OF THE ORANGE COUNTY CAREER DEVELOPMENT PROGRAM ACCOMPANYING THESE INSTRUCTIONAL MATERIALS COVERS THE PERIOD OF SEPTEMBER 14, 1972-SEPTEMBER 15, 1973. IT DESCRIBES THE GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS, EVALUATIONS, AND CONCLUSIONS OF A PROJECT WHICH HAS PRODUCED THE TEACHING MATERIALS ENCLOSED. THEY INCLUDE, FOR EACH GRADE LEVEL, A SEPARATE UNIT THAT CAN BE USED AS THE VEHICLE FOR INTEGRATING CAREER EDUCATION INTO THE EXISTING CURRICULUM THROUGH A STUDY OF AN OCCUPATION OR A CLUSTER OF OCCUPATIONS. LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, AND SCIENCE ARE SOME OF THE SUBJECT AREAS THROUGH WHICH INTEGRATION OF CAREER CONCEPTS INTO THE CURRICULUM IS TO TAKE PLACE. (MU)

VT 100 816
MEYER, LEO A.
OCCUPATIONAL PROGRAMS IN CALIFORNIA PUBLIC COMMUNITY COLLEGES. 1973-1974.

CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 163P.

DESCRIPTORS - *COMMUNITY COLLEGES; *EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *DIRECTORIES; *EDUCATIONAL OPPORTUNITIES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - REVISED TO PROVIDE A MORE CONVENIENT ACCESS TO THE KINDS OF INFORMATION DESIRED BY STUDENTS AND COUNSELORS, THIS DIRECTORY OF 99 PUBLIC COMMUNITY COLLEGES IN CALIFORNIA CONTAINS COURSE OFFERINGS OF OVER 3,400 OCCUPATIONAL PROGRAMS. SECTION I CONTAINS GENERAL INFORMATION ABOUT CALIFORNIA COMMUNITY COLLEGES: COST, ADMISSION PROCEDURES, AND SPECIAL SERVICES AVAILABLE. SECTION II CONTAINS CHARTS LISTING THE PROGRAMS OFFERED BY EACH COLLEGE IN THE FOLLOWING AREAS: (1) AGRICULTURE, (2) BUSINESS AND OFFICE, (3) COMMUNICATIONS, (4) CRIMINAL JUSTICE, (5) ELECTRICAL--ELECTRONICS, (6) ENGINEERING TECHNOLOGY, (7) ENVIRONMENTAL AND NATURAL RESOURCES, (8) HEALTH SERVICES, (9) HOME ECONOMICS AND FOOD SERVICES, (10) MID-MANAGEMENT AND SUPERVISION, (11) SCIENCE AND LABORATORY OCCUPATIONS, (12) SERVICE OCCUPATIONS, AND (13) TRADES AND INDUSTRIES. SECTION III CONTAINS A DATA SHEET ON EACH COLLEGE LISTING ALL THE OCCUPATIONAL PROGRAMS THAT THE COLLEGE OFFERS. AN INDEX IS PROVIDED IN SECTION IV. (MU)

VT 100 817
A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED STUDENT.

CHABOT COLL., HAYWARD, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 177P.

DESCRIPTORS - *MANUALS; *EDUCATIONAL OPPORTUNITIES; *EMPLOYMENT OPPORTUNITIES; *PHYSICALLY HANDICAPPED; *HANDICAPPED STUDENTS
IDENTIFIERS - *SOUTH COUNTY JOINT JUNIOR COLLEGE DISTRICT; CHABOT COLLEGE; CALIFORNIA

ABSTRACT - PROVIDING INFORMATION FOR COUNSELORS AND TEACHERS WHO ARE HELPING PHYSICALLY HANDICAPPED STUDENTS TO PLAN FUTURE EDUCATIONAL AND VOCATIONAL PROGRAMS, THIS HANDBOOK DESCRIBES THE COMMUNITY RESOURCES AVAILABLE TO THE HANDICAPPED IN THE SOUTH COUNTY JOINT JUNIOR COLLEGE DISTRICT (CHABOT COLLEGE) AREA OF CALIFORNIA. EDUCATIONAL RESOURCES PROVIDED BY THE SEVEN SCHOOL DISTRICTS ARE IDENTIFIED AND THEIR AREAS OF SPECIALIZATION INDICATED. CHABOT COLLEGE RESOURCES FOR THE HANDICAPPED ARE DETAILED AND OTHER LOCAL COLLEGE AND UNIVERSITY

CONTACT PERSONS WHO CAN HELP WITH INFORMATION REGARDING PROGRAMS IN THEIR SCHOOLS ARE LISTED WITH NAME, ADDRESS, AND TELEPHONE NUMBER. SEPARATE INFORMATION IS DIRECTED TO THOSE WHO ASSIST DISABLED VETERANS. THE DOCUMENT IS IN A LOOSE LEAF FORMAT WITH TABS FOR EASY FAMILIARITY AND EASE IN UPDATING. A SECTION ENTITLED "OCCUPATIONS ACCESSIBLE TO THE PHYSICALLY HANDICAPPED" PRESENTS THE RESULTS OF A SURVEY OF APPROXIMATELY 265 EMPLOYERS INCLUDING MAINLY COLLEGE VOCATIONAL ADVISORY MEMBERS AND SCHOOL FACULTY. (AUTHOR/MU)

VT 100 818
SMITH, PHYLLIS
PILOT PROJECT FOR OFFICE SIMULATION.

PARKVIEW HIGH SCHOOL, LITTLE ROCK, ARK.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND

DESCRIPTORS - *TEACHING GUIDES; *BUSINESS EDUCATION; *SIMULATION; *OFFICE OCCUPATIONS EDUCATION; *OFFICE PRACTICE; OFFICE OCCUPATIONS
IDENTIFIERS - *LITTLE ROCK PARKVIEW HIGH SCHOOL

ABSTRACT - THIS GUIDE, DESIGNED FOR A LITTLE ROCK HIGH SCHOOL BUSINESS EDUCATION CLASS, AND USED THERE BY THE AUTHOR, PROVIDES ALL OF THE MATERIALS NEEDED FOR TEACHING A SIMULATED OFFICE PRACTICE CLASS. THE FIVE PARTS OF THE DOCUMENT CONTAIN THE FOLLOWING MATERIALS FOR CONDUCTING THE SIMULATION: (1) GENERAL PROCEDURE OF THE COMPANY, (2) POSITIONS AND DESCRIPTIONS OF EACH JOB, (3) CUSTOMERS AND CREDITORS OF THE COMPANY, (4) EXAMPLES OF FORMS USED IN THE COMPANY, AND (5) EVALUATIONS USED IN THE COMPANY. LISTS OF SUPPLIES, EQUIPMENT, AND SAMPLES OF ALL FORMS USED IN THE CLASS ARE INCLUDED. A STEP-BY-STEP EXPLANATION OF PREPARING FOR AND TEACHING THE SCHEDULE OF CLASSES IS PROVIDED FOR THE TEACHER WHO IS NEW TO SIMULATION TEACHING. (MU)

VT 100 819
VIRGINIA COMMONWEALTH UNIV., RICHMOND. SCHOOL OF EDUCATION.
LEARNING RESOURCES CENTER MATERIALS AND CAPABILITIES CATALOG.

MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 132P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS CENTERS; *RESOURCE CENTERS; *RESOURCE MATERIALS; *EDUCATIONAL RESOURCES; *DISTRIBUTIVE EDUCATION; *CATALOGS
IDENTIFIERS - *LEARNING RESOURCE CENTER; RICHMOND

ABSTRACT - THE CENTER IS DESCRIBED BY ITS MISSION, THE SERVICES IT OFFERS TO THE EDUCATIONAL COMMUNITY, AND ITS THREE UNITS: DESIGN AND DEVELOPMENT, PUBLIC INFORMATION AND MARKETING, AND THIS REFERENCE CATALOG OF DISTRIBUTIVE EDUCATION INSTRUCTIONAL MATERIALS. IN THE LATTER, A LISTING OF ITS ACQUISITIONS AS OF DECEMBER 4, 1972 AND A SUPPLEMENT, DATED MAY 23, 1973, ARE ARRANGED ACCORDING TO A COMPETENCY-BASED CLASSIFICATION. MATERIALS ARE CLASSED AS EITHER TECHNICAL (COMPETENCIES NEEDED BY WORKERS) OR PROFESSIONAL (PREPARATION OF TEACHERS). THE SUBCOMPETENCIES WITHIN THESE TWO GENERAL GROUPS ARE FURTHER DIVIDED BY TYPE OF FORMAT. AN INDEX TO THE CATALOG AND ORDERING AND LOAN INFORMATION ARE INCLUDED. (AUTHOR/MU)

VT 100 820
MESSER, JOHN D.
CONSTRUCTION, SUPERVISION, AND INSPECTION. COURSE OF STUDY. AIR CONDITIONING, HEATING, AND VENTILATING.

CERRITOS COLL., NORWALK, CALIF.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 336P.

DESCRIPTORS - *AIR CONDITIONING; *AIR CONDITIONING EQUIPMENT; *VOCATIONAL EDUCATION; *CONSTRUCTION (PROCESS); *BUILDING TRADES; HEATING; VENTILATION; REFRIGERATION; SUPPLEMENTARY TEXTBOOKS; CURRICULUM GUIDES; TECHNICAL EDUCATION; INSPECTION

ABSTRACT - THIS DOCUMENT SUMMARIZES PROCEDURES AND TECHNIQUES IN THE PRACTICE OF AIR CONDITIONING, HEATING, AND VENTILATING INSPECTION. THE ROLE OF THE MECHANICAL INSPECTOR IS DEFINED IN RELATION TO HIS RESPONSIBILITIES AND RELATIONSHIPS WITH ARCHITECT, ENGINEER, AND BUILDING CONTRACTOR. IN 16 SECTIONS OF TEXT MATERIAL, DEFINITIONS, FUNCTIONS, TESTING PROCEDURES, AND SPECIFICATIONS ARE GIVEN FOR MANY COMPONENTS IN THE FIELD OF AIR CONDITIONING. THESE INCLUDE PIPING SYSTEMS, AIR MOVERS, BOILERS, HEAT EXCHANGERS, PUMPS, TEMPERATURE CONTROL SYSTEMS, VENTILATING SYSTEMS, AND

INSTRUMENTATION. (MU)

VT 100 821
AUXILIARY DENTAL PROGRAMS. A COMMUNITY COLLEGE CURRICULUM GUIDE.

FOOTHILL COMMUNITY COLL. DISTRICT, CUPERTINO, CALIF.; CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 89P.

DESCRIPTORS - *HEALTH OCCUPATIONS EDUCATION; *DENTAL ASSISTANTS; *DENTAL HYGIENISTS; *DENTAL TECHNICIANS; *STATE CURRICULUM GUIDES; HEALTH OCCUPATIONS; POST SECONDARY EDUCATION; COMMUNITY COLLEGES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS MODEL CURRICULUM FOR DENTAL AUXILIARY SERVICES EDUCATION IN THE CALIFORNIA COMMUNITY COLLEGES HAS BEEN COMPILED TO BE USED AS A GUIDE FOR THE DEVELOPMENT OF NEW PROGRAMS OR FOR IMPROVEMENT OF EXISTING PROGRAMS IN THE DENTAL AUXILIARIES IN THE STATE. RECOMMENDATIONS AND DESCRIPTIONS OF CLASSES ARE GIVEN FOR THE FOLLOWING PROGRAMS: (1) DENTAL ASSISTING, (2) DENTAL HYGIENE, AND (3) DENTAL LABORATORY TECHNOLOGY. COURSE OUTLINES ARE PROVIDED FOR EIGHT MAJOR COURSES IN DENTAL ASSISTING, SEVEN COURSES IN DENTAL HYGIENE, AND EIGHT COURSES IN DENTAL LABORATORY TECHNOLOGY PROGRAMS. PREREQUISITES, OBJECTIVES, TOPICAL CONTENT, HOURS OF LECTURE AND LAB ARE SUGGESTED. A HIGH SCHOOL CLASS IN DENTAL ASSISTING FOR ADULT EDUCATION IS OUTLINED. (AUTHOR/MU)

VT 100 822
CURRICULUM AND INSTRUCTIONAL MATERIALS DEVELOPMENT. PROFILE. TEN STATE CONSORTIUM.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. CURRICULUM AND INSTRUCTIONAL MATERIALS CENTER.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 30P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *CURRICULUM RESEARCH; *CURRICULUM PLANNING; *CURRICULUM DEVELOPMENT
IDENTIFIERS - *TEN STATE CONSORTIUM

ABSTRACT - THE DOCUMENT LISTS THE CURRICULUMS THAT ARE UNDER DEVELOPMENT, PLANNED FOR DEVELOPMENT, OR IDENTIFIED AS A NEED FOR THE STATES OF NORTH DAKOTA, SOUTH DAKOTA, NEBRASKA, KANSAS, MISSOURI, ARKANSAS, OKLAHOMA, TEXAS, COLORADO, AND NEW MEXICO. ARRANGED BY VOCATIONAL FIELD, EACH ENTRY PROVIDES THE FOLLOWING INFORMATION: (1) A TITLE AND DESCRIPTION OF THE COURSE, (2) THE NAME AND ADDRESS OF A PERSON TO REACH CONCERNING IT, (3) THE STATE OF ORIGIN OF THE PROJECT, AND (4) THE EXPECTED DATE OF COMPLETION. VOCATIONAL FIELDS INCLUDED ARE AGRICULTURE, DISTRIBUTIVE EDUCATION, HOME ECONOMICS, HEALTH EDUCATION, BUSINESS EDUCATION, TRADE AND INDUSTRY, AND CAREER EDUCATION. (MU)

VT 100 823
ADMINISTRATION OF JUSTICE EDUCATION. PART II. ELECTIVE COURSE CURRICULUM.

CALIFORNIA COMMUNITY COLLEGES, SACRAMENTO. OFFICE OF THE CHANCELLOR.; RIVERSIDE CITY COLL., CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 81P.

DESCRIPTORS - *TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; *COURT LITIGATION; *CURRICULUM GUIDES; *PUBLIC ADMINISTRATION; VOCATIONAL EDUCATION; COMMUNITY COLLEGES; INSTITUTIONAL ADMINISTRATION EDUCATION; COURSE CONTENT
IDENTIFIERS - *JUSTICE EDUCATION; CRIMINAL LAW

ABSTRACT - THESE COURSE OUTLINES CONTAIN THE SECOND PHASE OF A TOTAL CURRICULUM FOR THE CALIFORNIA COMMUNITY COLLEGE PROGRAM OF ADMINISTRATION OF JUSTICE. THEY ARE A PART OF THE OPTIONAL COURSES THAT ACCOMPANY THE CORE CURRICULUM DESCRIBED IN PART I OF THE PROGRAM WHICH IS AVAILABLE AS VT 016 613 (AIM, VOL. 6, N. 2). THIS DOCUMENT PROVIDES TEN COURSE OUTLINES ON SUBJECTS DEALING WITH LAW, COURT AND ENFORCEMENT SERVICES, COURT AND CIVIL PROCESSES, CRIME AND DELINQUENCY, AND COUNSELING. EACH OUTLINE DEFINES THE LENGTH OF THE COURSE IT COVERS AND CONTAINS A COURSE DESCRIPTION, COURSE GOALS, GENERAL PERFORMANCE OBJECTIVES, SUBJECT MATTER CONTENT, METHODS OF INSTRUCTION AND EVALUATION, MINIMUM STANDARDS OF ACHIEVEMENT, AND SELECTED READINGS. (MU)

VT 100 824
LAWSON, DOROTHY, AND OTHERS
CAREER AWARENESS IN AGRIBUSINESS, RENEWABLE NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR GRADES K-6. FIELD TESTING COPY.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.; EASTERN ILLINOIS UNIV., CHARLESTON. CENTER FOR EDUCATIONAL STUDIES.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 263P.

DESCRIPTORS - *CURRICULUM GUIDES; *INTEGRATED CURRICULUM; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; *PRIMARY GRADES; *INTERMEDIATE GRADES; AGRIBUSINESS; NATURAL RESOURCES; ENVIRONMENT

ABSTRACT - THIS CURRICULUM GUIDE FOR GRADES K-6 PROVIDES THE PRIMARY AND INTERMEDIATE TEACHER WITH A REVIEW OF CAREER EDUCATION PHILOSOPHY AND A MEANS OF INTEGRATING CAREER EDUCATION CONCEPTS INTO THE EXISTING CURRICULUM. VARIOUS METHODS AS ALTERNATIVES TO THE ONE USED HERE ARE CONSIDERED. SPECIFIC OCCUPATIONS ARE USED IN THIS GUIDE AROUND WHICH MODULES OF INSTRUCTION PRESENT MATERIAL FOR FOUR CAREER DEVELOPMENT CONCEPTS: COPING BEHAVIOR, LIFE STYLE, SELF DEVELOPMENT, AND DECISION MAKING. EIGHT LEARNING MODULES FOR THE PRIMARY GRADES AND EIGHT MODULES FOR THE INTERMEDIATE GRADES CONTAIN MATERIAL FOR TEACHING AWARENESS OF 16 OCCUPATIONS INCLUDING PARK RANGER, FLORIST, TRUCK FARMER, CHRISTMAS TREE FARMER, LIVESTOCK PRODUCER, AND GREENSKEEPER. A RELATED DOCUMENT FOR GRADES 7-9 IS AVAILABLE AS VT 100 826. (MU)

VT 100 825
MOORE, EDDIE A.
CAREER PREPARATION IN AGRICULTURAL PRODUCTS (FOOD PROCESSING). A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 278P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; *OCCUPATIONAL INFORMATION; *FOOD PROCESSING OCCUPATIONS; DISTRIBUTIVE EDUCATION; MEAT PACKING INDUSTRY; AGRICULTURAL PRODUCTION; SECONDARY GRADES; FOOD; FOOD HANDLING FACILITIES; VOCATIONAL EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 35 UNITS OF INSTRUCTIONAL MATERIAL IN FOOD PROCESSING. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN FOOD PROCESSING, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE THE FOLLOWING TOPICS: (1) GENERAL INFORMATION, (2) MEAT, FISH, POULTRY, (3) DAIRY PRODUCTS, AND (4) FRUITS AND VEGETABLES. (MU)

VT 100 826
LAWSON, DOROTHY, AND OTHERS
CAREER EXPLORATION IN AGRIBUSINESS, RENEWABLE NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR GRADES 7-9. FIELD TESTING COPY.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.; EASTERN ILLINOIS UNIV., CHARLESTON. CENTER FOR EDUCATIONAL STUDIES.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 273P.

DESCRIPTORS - *CURRICULUM GUIDES; *INTEGRATED CURRICULUM; *CAREER EDUCATION; *SECONDARY EDUCATION; *AGRICULTURAL PRODUCTION; AGRIBUSINESS; NATURAL RESOURCES; ENVIRONMENT

ABSTRACT - THIS CURRICULUM GUIDE FOR GRADES 7-9 PROVIDES THE JUNIOR HIGH SCHOOL TEACHER WITH A REVIEW OF CAREER EDUCATION PHILOSOPHY AND A MEANS OF INTEGRATING CAREER EDUCATION CONCEPTS INTO THE EXISTING CURRICULUM. OCCUPATIONAL AREAS ARE USED IN THIS GUIDE AROUND WHICH LEARNING MODULES PRESENT SIX CAREER DEVELOPMENT CONCEPTS: DECISION MAKING, CAREER INFORMATION, EDUCATIONAL AWARENESS, ATTITUDES AND APPRECIATIONS, ECONOMIC AWARENESS, AND SKILL AWARENESS. LEARNING MODULES CONTAIN MATERIAL FOR EXPLORING THE FOLLOWING OCCUPATIONAL AREAS: AGRICULTURAL PRODUCTION, AGRICULTURAL SUPPLIES AND SERVICES, AGRICULTURAL EQUIPMENT AND MECHANICS, AGRICULTURAL PRODUCTS (FOOD PROCESSING), ORNAMENTAL HORTICULTURE, RENEWABLE NATURAL RESOURCES, AND ENVIRONMENTAL PROTECTION. A RELATED DOCUMENT FOR GRADES K-6 IS AVAILABLE AS VT 100 824. (MU)

VT 100 827
HOUSEHOLDER, LARRY; MOORE, EDDIE A.
CAREER PREPARATION IN FORESTRY: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 186P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; OCCUPATIONAL INFORMATION; *FORESTRY; *FORESTRY OCCUPATIONS; FORESTRY AIDES; NATURAL RESOURCES; SECONDARY GRADES; VOCATIONAL EDUCATION; TREES

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 30 UNITS OF INSTRUCTIONAL MATERIAL IN FORESTRY. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN FORESTRY, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE THE FOLLOWING TOPICS: (1) GENERAL INFORMATION, (2) FOREST ESTABLISHMENT, (3) FOREST PROTECTION, (4) LOGGING, (5) WOOD UTILIZATION, AND (6) CHRISTMAS TREE PRODUCTION. (MU)

VT 100 828
YODER, EDGAR P.
CAREER PREPARATION IN AGRICULTURAL EQUIPMENT AND MECHANICS: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 287P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; OCCUPATIONAL INFORMATION; *AGRICULTURAL ENGINEERING; AGRICULTURAL MACHINERY; *AGRICULTURAL MACHINERY OCCUPATIONS; FARM MECHANICS (OCCUPATION); SECONDARY GRADES; VOCATIONAL EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 40 UNITS OF INSTRUCTIONAL MATERIAL IN AGRICULTURAL EQUIPMENT AND MECHANICS. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL EQUIPMENT AND MECHANICS, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE AGRICULTURAL POWER SERVICE AND REPAIR AND ASSEMBLY, ADJUSTMENT, REPAIR, AND SERVICE OF AGRICULTURAL EQUIPMENT. (MU)

VT 100 829
YODER, EDGAR P.
CAREER PREPARATION IN AGRICULTURAL SUPPLIES AND SERVICES: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 218P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; OCCUPATIONAL INFORMATION; *AGRIBUSINESS; DISTRIBUTIVE EDUCATION; OFF FARM AGRICULTURAL OCCUPATIONS; *AGRICULTURAL SUPPLIES; FEED INDUSTRY; FERTILIZERS; SECONDARY GRADES; VOCATIONAL EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 30 UNITS OF INSTRUCTIONAL MATERIAL IN AGRICULTURAL SUPPLIES AND SERVICES. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN AGRICULTURAL SUPPLIES AND SERVICES, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE THE FOLLOWING TOPICS: (1) GENERAL INFORMATION, (2) FEEDS, (3) FERTILIZERS, (4) SEEDS, AND (5) CHEMICALS. (MU)

VT 100 830
CAREER PREPARATION IN ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 339P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; *OCCUPATIONAL INFORMATION; *ENVIRONMENTAL EDUCATION; ENVIRONMENTAL TECHNICIANS; AIR POLLUTION CONTROL; WATER POLLUTION CONTROL; SECONDARY GRADES; VOCATIONAL EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 50 UNITS OF INSTRUCTIONAL MATERIAL IN ENVIRONMENTAL PROTECTION. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN ENVIRONMENTAL PROTECTION, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE THE FOLLOWING TOPICS: (1) GENERAL INFORMATION, (2) WATER TREATMENT, (3) WASTEWATER TREATMENT, AND (4) AIR POLLUTION CONTROL. (MU)

VT 100 831
CAREER PREPARATION IN ORNAMENTAL HORTICULTURE: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C. CURRICULUM CENTER FOR OCCUPATIONAL AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 268P.

DESCRIPTORS - *VOCATIONAL AGRICULTURE; *AGRICULTURAL EDUCATION; *CURRICULUM GUIDES; PROGRAM GUIDES; OCCUPATIONAL INFORMATION; *ORNAMENTAL HORTICULTURE; *ORNAMENTAL HORTICULTURE OCCUPATION; SECONDARY GRADES; AGRIBUSINESS; OFF FARM AGRICULTURAL OCCUPATIONS; VOCATIONAL EDUCATION

ABSTRACT - THIS CURRICULUM GUIDE PROVIDES THE HIGH SCHOOL VOCATIONAL AGRICULTURE TEACHER WITH OVER 35 UNITS OF INSTRUCTIONAL MATERIAL IN ORNAMENTAL HORTICULTURE. EACH UNIT CONTAINS A PRINCIPAL CONCEPT, STUDENT PERFORMANCE OBJECTIVES, INSTRUCTIONAL CONTENT, EXAMPLES OF LEARNING ACTIVITIES, EVALUATION PROCESSES, MATERIALS OR EQUIPMENT, AND REFERENCES. AN INTRODUCTION SUPPLIES INFORMATION FOR THE PROGRAM PLANNER ON THE USE OF ADVISORY COMMITTEES, EMPLOYMENT OPPORTUNITIES IN ORNAMENTAL HORTICULTURE, A DIRECTORY OF SCIENTIFIC, TECHNICAL, AND TRADE ASSOCIATIONS, AND A LIST OF EQUIPMENT AND FACILITY NEEDS FOR THE PROGRAM. CONTENTS INCLUDE THE FOLLOWING TOPICS: (1) GENERAL INFORMATION, (2) ARBORICULTURE, (3) FLORICULTURE, (4) LANDSCAPE MAINTENANCE, (5) NURSERY PRODUCTION, AND (6) TURFGRASS MAINTENANCE. (MU)

VT 100 832
SCHMALJOHN, PHYLLIS
CAREER AWARENESS. GRADE 1.

BOISE CITY INDEPENDENT SCHOOL
DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 127P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 1; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 1 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF SHARING, CARE OF PROPERTY, AND WORKING TOGETHER. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE FIRST GRADE CURRICULUM. (MU)

VT 100 833
SCHMALJOHN, PHYLLIS
CAREER AWARENESS. GRADE 2.

BOISE CITY INDEPENDENT SCHOOL
DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 211P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 2; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 2 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF INDIVIDUAL DIFFERENCES AND LISTENING TO OTHERS. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE SECOND GRADE CURRICULUM. (MU)

VT 100 834
SCHMALJOHN, PHYLLIS
CAREER AWARENESS. GRADE 3.

BOISE CITY INDEPENDENT SCHOOL
DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 245P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 3; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 3 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF SCHOOL MANNERS, RESPONSIBILITY, INTEGRITY, AND HONESTY. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE THIRD GRADE CURRICULUM. (MU)

VT 100 835
SCHMALJOHN, PHYLLIS

CAREER AWARENESS. GRADE 4.

BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 237P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 4; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 4 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF TRUST, PROMISES, HONESTY, AND FOLLOWING DIRECTIONS. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE FOURTH GRADE CURRICULUM. (MU)

VT 100 836
SCHMALJOHN, PHYLLIS
CAREER AWARENESS. GRADE 5.

BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 256P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 5; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 5 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF GENEROSITY, RESPONSIBILITY, AND GOOD WORK HABITS. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE FIFTH GRADE CURRICULUM. (MU)

VT 100 837
SCHMALJOHN, PHYLLIS
CAREER AWARENESS. GRADE 6.

BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 285P.

DESCRIPTORS - *CAREER EDUCATION; *GRADE 6; *INTEGRATED CURRICULUM; *LEARNING ACTIVITIES; *OCCUPATIONS; OCCUPATIONAL INFORMATION
IDENTIFIERS - *BOISE INDEPENDENT SCHOOL DISTRICT; CAREER AWARENESS

ABSTRACT - FOCUSING UPON THE IMPORTANCE OF INTRODUCING INTO THE SCHOOLS OF BOISE, IDAHO, ADEQUATE WORK-RELATED EXPERIENCES TO CHILDREN FROM THE TIME THEY ENTER SCHOOL, THIS TEACHING GUIDE FOR GRADE 6 PROVIDES THE TEACHER WITH AN UNDERSTANDING OF CAREER EDUCATION AND A NUMBER OF AIDS FOR INTEGRATING CAREER AWARENESS INTO THE CURRICULUM. METHODS ARE SUGGESTED FOR DEVELOPING SKILLS IN INTERVIEWING, ROLEPLAYING, AND COMMUNICATING FOR THE MAXIMUM UNDERSTANDING OF OUTSIDE SPEAKERS INVITED TO DISCUSS THEIR WORK WITH THE CLASS. GROUP ACTIVITIES INCLUDE FIELD TRIPS AND THEIR PREPARATION AND REVIEW. CLASSROOM GUIDANCE FOCUSES ON DEVELOPING THE CHILD'S SELF CONCEPT AND VALUES OF RESPONSIBILITY, PATIENCE, MISTAKES, AND STUDY HABITS. A MULTI-COLUMN FORMAT OF CONCEPT, LEARNING ACTIVITY, AND RESOURCE MATERIAL MAKES UP THE TEACHING GUIDE FOR INTEGRATING CAREER AWARENESS OF OVER 20 OCCUPATIONS INTO THE SIXTH GRADE CURRICULUM. (MU)

VT 100 838
HILL, RICHARD K., ED.
BEHAVIORAL OBJECTIVES FOR SELECTED AGRICULTURAL EDUCATION UNITS.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPARTMENT OF EDUCATION, RICHMOND, VA 23216 ($2.00)
PUB DATE - ND 104P.

DESCRIPTORS - PUBLICATIONS; *VOCATIONAL EDUCATION; *PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; EDUCATIONAL ASSESSMENT; EVALUATION CRITERIA; *BEHAVIORAL OBJECTIVES; *COURSE OBJECTIVES; *AGRICULTURAL EDUCATION

ABSTRACT - THIS DOCUMENT IS ONE IN A SERIES OF PUBLICATIONS OF THE VOCATIONAL EDUCATION PROJECT, THE OUTCOME OF AN EFFORT TO DEVELOP A MEANS OF ASSESSING THE EFFECTIVENESS OF LOCAL VOCATIONAL INSTRUCTIONAL PROGRAMS. THIS BOOKLET CONTAINS BEHAVIORAL OBJECTIVES ORGANIZED BY UNITS OF INSTRUCTION IN AGRICULTURAL EDUCATION. THE UNITS WERE DEVELOPED DURING WORKSHOPS CONDUCTED AT A UNIVERSITY IN VIRGINIA DURING THE SUMMER AND FALL OF 1972. INCLUDED IN THEM ARE SUBTOPICS FOR STUDY, A GOAL STATEMENT, AND GENERAL AND SPECIFIC OBJECTIVES. UNIT TOPICS ENTERED ARE: (1) ORIENTATION, GUIDANCE, RURAL, AND URBAN LIVING, (2) ANIMAL SCIENCE, (3) AGRICULTURAL MECHANICS, (4) SOIL AND FERTILIZERS, (5) AGRICULTURAL BUSINESS, AND (6) ORNAMENTAL HORTICULTURE. TO FACILITATE EASE IN USING THIS PUBLICATION AS WELL AS TO FOSTER THE SKILL DEVELOPMENT OF EDUCATORS IN DESIGNING UNITS OF THEIR OWN, DIRECTIONS ARE GIVEN. (AUTHOR/SN)

VT 100 839
HILL, RICHARD K., ED.; SIMMONS, HELEN A., ED.
BEHAVIORAL OBJECTIVES FOR SELECTED UNITS IN CONSUMER AND HOMEMAKING EDUCATION.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPARTMENT OF EDUCATION, RICHMOND, VA 23216 ($2.00)
PUB DATE - ND 67P.

DESCRIPTORS - *PROGRAM EFFECTIVENESS; *VOCATIONAL EDUCATION; EDUCATIONAL ASSESSMENT; EVALUATION CRITERIA; *BEHAVIORAL OBJECTIVES; *COURSE OBJECTIVES; PROGRAM EVALUATION; *CONSUMER EDUCATION; *HOMEMAKING EDUCATION

ABSTRACT - ONE OF A SERIES OF DOCUMENTS RESULTING FROM THE VOCATIONAL EVALUATION PROJECT, THIS PUBLICATION WAS DEVELOPED BY TEACHERS DURING WORKSHOPS HELD AT A VIRGINIA UNIVERSITY. IT IS THE OUTCOME OF AN EFFORT TO DEVELOP A MEANS OF ASSESSING THE EFFECTIVENESS OF LOCAL VOCATIONAL INSTRUCTIONAL PROGRAMS. THIS PARTICULAR BOOKLET CONTAINS BEHAVIORAL OBJECTIVES ORGANIZED BY UNITS OF INSTRUCTION IN CONSUMER AND HOMEMAKING EDUCATION. INCLUDED IN EACH OF THE UNITS ARE: (1) SUBUNITS FOR STUDY, (2) AN OUTLINE OF THE GENERAL CONTENT, (3) A GOAL STATEMENT, AND (4) GENERAL AND SPECIFIC OBJECTIVES. UNIT TOPICS ENTERED ARE: (1) CONSUMPTION OF GOODS AND SERVICES, (2) INDIVIDUAL DEVELOPMENT IN THE FAMILY, (3) CULTURAL DEVELOPMENT IN THE FAMILY, AND (4) MANAGEMENT IN THE FAMILY. TO FURTHER FACILITATE EASE IN USING THIS PUBLICATION, DIRECTIONS ARE GIVEN FOR DEVELOPING ADDITIONAL UNITS. (AUTHOR/SN)

VT 100 840
HILL, RICHARD K., ED.; WILLIAMS, WILLIAM R., ED.
BEHAVIORAL OBJECTIVES FOR SELECTED UNITS IN DRAFTING.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPARTMENT OF EDUCATION, RICHMOND, VA 23216 ($2.00)
PUB DATE - ND 52P.

DESCRIPTORS - PUBLICATIONS; *VOCATIONAL EDUCATION; *PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; EDUCATIONAL ASSESSMENT; EVALUATION CRITERIA; *BEHAVIORAL OBJECTIVES; *COURSE OBJECTIVES; *DRAFTING

ABSTRACT - THE OUTCOME OF AN EFFORT TO DEVELOP A MEANS OF ASSESSING THE EFFECTIVENESS OF LOCAL VOCATIONAL INSTRUCTIONAL PROGRAMS, THIS DOCUMENT IS ONE IN A SERIES OF PUBLICATIONS RESULTING FROM THE VOCATIONAL EVALUATION PROJECT. SPECIFICALLY, THIS BOOKLET CONTAINING BEHAVIORAL OBJECTIVES ORGANIZED BY UNITS OF

INSTRUCTION IN THE AREA OF DRAFTING, WAS DEVELOPED BY A GROUP OF TEACHERS DURING WORKSHOPS CONDUCTED AT A UNIVERSITY IN VIRGINIA DURING THE SUMMER AND FALL OF 1972. INCLUDED IN EACH OF THE 22 UNITS PRESENTED ARE: (1) AN OUTLINE OF THE GENERAL CONTENT TO BE COVERED, (2) A GOAL STATEMENT, AND (3) GENERAL AND SPECIFIC OBJECTIVES. TO FACILITATE EASE IN USING THE DOCUMENT AS WELL AS TO FOSTER THE SKILL DEVELOPMENT OF EDUCATORS IN DESIGNING UNITS OF THEIR OWN, DIRECTIONS ARE GIVEN. (AUTHOR/SN)

VT 100 841
HILL, RICHARD K., ED.; SIMMONS, HELEN A., ED.
BEHAVIORAL OBJECTIVES FOR SELECTED UNITS IN OCCUPATIONAL CHILD CARE EDUCATION.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPARTMENT OF EDUCATION, RICHMOND, VA 23216 ($2.00)
PUB DATE - ND 38P.

DESCRIPTORS - VOCATIONAL EDUCATION; *PROGRAM EFFECTIVENESS; PROGRAM EVALUATION; EDUCATIONAL ASSESSMENT; EVALUATION CRITERIA; *BEHAVIORAL OBJECTIVES; *COURSE OBJECTIVES; *CHILD CARE

ABSTRACT - THIS DOCUMENT IS THE OUTCOME OF A VOCATIONAL EVALUATION PROJECT AND IS ONE OF A SERIES OF PUBLICATIONS CONTAINING UNITS DEVELOPED AROUND BEHAVIORAL OBJECTIVES DESIGNED TO AID IN ASSESSING THE EFFECTIVENESS OF VOCATIONAL INSTRUCTIONAL PROGRAMS. SPECIFICALLY, THIS PUBLICATION FOCUSES ON OCCUPATIONAL CHILD CARE EDUCATION AND INCLUDES 11 UNITS WHICH HAVE IN THEM AN OUTLINE OF THE CONTENT, A GOAL STATEMENT, AND GENERAL AND SPECIFIC OBJECTIVES. TOPICS OF THE UNITS ENTERED ARE: (1) DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS, (2) PRENATAL DEVELOPMENT AND CARE, (3) FOODS AND NUTRITION FOR PRESCHOOL CHILDREN, (4) HEALTH AND SAFETY, (5) CHARACTERISTICS OF CHILDREN AGES THREE TO SIX, (6) DEVELOPING CREATIVITY IN PRESCHOOL CHILDREN, (7) PLAY, A WAY OF LEARNING, (8) PLAY MATERIALS FOR CHILDREN, TWO THROUGH FIVE, (9) SELECTING BOOKS AND STORIES FOR YOUNG CHILDREN, (10) LITERATURE DEVELOPMENT FOR CHILDREN TWO THROUGH FIVE, AND (11) DISCIPLINE FOR PRESCHOOLERS. IN ADDITION, DIRECTIONS FOR USING THE DOCUMENT ARE GIVEN AS WELL AS ARE DIRECTIONS FOR DEVELOPING OTHER UNITS. (AUTHOR/SN)

VT 100 842
A GUIDE TO CAREER EDUCATION.

DISTRICT 1 TECHNICAL INST., EAU CLAIRE, WIS.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 72 127P.

DESCRIPTORS - *GUIDES; PUBLICATIONS; *TEACHING GUIDES; *POST SECONDARY EDUCATION; *VOCATIONAL EDUCATION; *CAREER EDUCATION

ABSTRACT - THIS GUIDE WAS DEVELOPED TO INTRODUCE TO INTERESTED USERS THE ELEMENTS AND CONCEPTS THOUGHT TO BE ESSENTIAL IN HELPING TO ESTABLISH AND REINFORCE THE STUDENT'S AWARENESS OF HIMSELF AND THE WORLD OF WORK. THE RESULT OF THE CAREER EDUCATION WORKSHOP CONDUCTED IN EAU CLAIRE, WISCONSIN, DURING THE PERIOD OF JUNE 12 TO JUNE 30, 1972, THE GUIDE CONTAINS NUMEROUS SUGGESTED LEARNING OBJECTIVES ON SPECIFIC RELATED TOPICS, ALONG WITH SAMPLE ACTIVITIES AND RESOURCES. TO FACILITATE EASE IN COMPREHENDING THE MATERIAL PRESENTED, A GRAPHIC REPRESENTATION OF THE BASIC FORMAT OF THE GUIDE DEPICTING THE RELATIONSHIP BETWEEN THE FORCES ACTING UPON THE POTENTIAL CAREER CONSCIOUS INDIVIDUAL AND THE OPERATIONAL LEVELS AT WHICH HE MUST WORK ARE INCLUDED. (SN)

VT 100 843
RAGAN, MARGO A., COMP.
BUCKS COUNTY TECHNICAL SCHOOL SENIOR PLACEMENT DIRECTORY.

BUCKS COUNTY TECHNICAL SCHOOL, FAIRLESS HILLS, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 45P.

DESCRIPTORS - *DIRECTORIES; *EMPLOYMENT OPPORTUNITIES; *EMPLOYERS; *JOB PLACEMENT; EMPLOYMENT INTERVIEWS; COLLEGES
IDENTIFIERS - *BUCKS COUNTY TECHNICAL SCHOOL

ABSTRACT - THIS DIRECTORY, PROVIDED FOR EACH GRADUATING SENIOR OF THE BUCKS COUNTY TECHNICAL SCHOOL, SUPPLIES A NUMBER OF JOB HUNTING TOOLS: SAMPLES OF APPLICATION LETTERS AND LETTERS OF INQUIRY, APPLICATION FORMS, PROPERLY FILLED OUT, AND A SUMMARY OF INFORMATION CONCERNING JOB INTERVIEWS. THE DIRECTORY CONTAINS LOCAL EMPLOYMENT OPPORTUNITIES GROUPED AS

EMPLOYMENT AGENCIES, GOVERNMENT EMPLOYMENT, AND AN EXTENSIVE LIST OF LOCAL INDUSTRIES. LISTINGS OF UNION ORGANIZATIONS, ACCREDITED PRIVATE TRADE AND TECHNICAL SCHOOLS, AND PENNSYLVANIA COLLEGES ARE INCLUDED. (MU)

VT 100 844
BUCKS COUNTY TECHNICAL SCHOOL
COURSE OUTLINE IN FOOD SERVICES AND HOSPITALITY FOR 10TH, 11TH, AND 12TH GRADES.

BUCKS COUNTY TECHNICAL SCHOOL, FAIRLESS HILLS, PA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 23P.

DESCRIPTORS - *CURRICULUM GUIDES; COURSE CONTENT; *COURSE DESCRIPTIONS; COURSE ORGANIZATION; SECONDARY GRADES; *FOOD SERVICE; *FOOD SERVICE INDUSTRY
IDENTIFIERS - *BUCKS COUNTY TECHNICAL SCHOOL

ABSTRACT - THIS OUTLINE DESCRIBES THE FOOD SERVICES AND HOSPITALITY COURSE OFFERED TO SENIOR HIGH SCHOOL STUDENTS AT THE BUCKS COUNTY TECHNICAL SCHOOL. SPECIFICALLY, THE COURSE SEEKS TO PROVIDE STUDENTS WITH A WORKABLE KNOWLEDGE OF FOOD SERVICES, AND FOSTER IN THEM A SENSE OF PERSONAL PRIDE FOR QUALITY WORKMANSHIP. IN ADDITION TO A STATEMENT OF THE PHILOSOPHY UNDERLYING THE COURSE'S DEVELOPMENT AND ITS INSTRUCTIONAL COMPONENTS AND PRESCRIBED TEACHING METHODOLOGY, THE FOLLOWING ARE INCLUDED IN THE CONTENTS: (1) GENERAL AND SPECIFIC COURSE OBJECTIVES, (2) INSTRUCTIONAL AIDS AND A LIST OF REFERENCES, (3) SCHEDULED INSTRUCTIONAL OPERATIONS, (4) THE ORGANIZATIONAL ARRANGEMENT OF THE COURSE, (5) REQUIRED RECORDS AND FORMS, (6) COURSE REGULATIONS AND EQUIPMENT TO BE UTILIZED, (7) CURRICULUM CONTENT, (8) GRADING AND EVALUATION POLICIES TO BE FOLLOWED, AND (9) PLACEMENT AND FOLLOW UP OPERATIONS. (SN)

VT 100 845
PUNTURERI, THOMAS
HISTORY FOR AUTO-MECHANICS AND MACHINE-TRADES STUDENTS. A TEACHERS GUIDE. BEHAVIORAL OBJECTIVES. HISTORICAL RELATIONSHIP WITH AUTO MECHANICS AND MACHINE TRADES. INDIVIDUALIZED CURRICULUM.

WARREN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, WASHINGTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.00)
PUB DATE - APR74 106P.

DESCRIPTORS - *UNITED STATES HISTORY; *HISTORY INSTRUCTION; *TEACHING GUIDES; *AUTO MECHANICS (OCCUPATION); *MACHINISTS; TRADE AND INDUSTRIAL EDUCATION

ABSTRACT - THIS TEACHING GUIDE PRESENTS 18 UNITS OF UNITED STATES HISTORY INSTRUCTION KEYED TO THE INTERESTS AND VIEWPOINTS OF THE STUDENTS IN AUTO MECHANICS AND MACHINE TRADES. THE MATERIAL IS DESIGNED TO PROVIDE THESE STUDENTS WITH AN INSIGHT INTO THEIR FIELD OF STUDY AND TO PREPARE THEM FOR ACTIVE PARTICIPATION IN OUR PLURALISTIC SOCIETY. THE GUIDE IS ORGANIZED INTO THREE SECTIONS: BEHAVIORAL OBJECTIVES, TEACHING TECHNIQUES, AND EVALUATION SHEETS WITH EACH SECTION COVERING THE SAME 18 UNITS. THE HISTORY CONTAINS MATERIAL ON SHOP HISTORY, AMERICAN INDUSTRIALIZATION, SOCIOLOGICAL DEVELOPMENT OF MAN, AMERICAN POLITICS, COMMUNISM, ECOLOGY, AND AMERICAN DEVELOPMENT AND SUPREMACY. (AUTHOR/MU)

VT 100 846
PICOT, DONALD
APPLIED MATHEMATICS-MACHINE SHOP. A TEACHERS GUIDE. BEHAVIORAL OBJECTIVES. INDIVIDUALIZED CURRICULUM.

WARREN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, WASHINGTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.50)
PUB DATE - ND 95P.

DESCRIPTORS - *MATHEMATICS INSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; *INDIVIDUAL INSTRUCTION; *PRACTICAL MATHEMATICS; *MACHINISTS

ABSTRACT - DESIGNED FOR INDIVIDUAL INSTRUCTION, THIS TEACHING GUIDE IS AN OUTLINE OF PERFORMANCE ACHIEVEMENTS IN A STEP-BY-STEP LEARNING PROCESS OF APPLIED MATHEMATICS. THE 13 MATHEMATIC SKILLS TO BE PERFORMED IN PART I RANGE FROM NUMBERS THROUGH FRACTIONS, DECIMALS, AND PERCENTAGES. THE TEN SKILLS IN PART II CONTINUE THROUGH RATIO, SQUARE ROOT, GEOMETRIC FIGURES, AND A PRACTICAL APPLICATION OF TRIGONOMETRY. A PRETEST IS PROVIDED TO USE IN DETERMINING THE STARTING POINT IN THE COURSE FOR EACH STUDENT. (AUTHOR/MU)

VT 100 847
TROUTMAN, CAROL
DISHWASHING - BY HAND AND BY MACHINE.

CAMDEN COUNTY VOCATIONAL AND TECHNICAL SCHOOL, SICKLERVILLE, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.50)
PUB DATE - FEB74 28P.

DESCRIPTORS - *SPECIAL EDUCATION; *VOCATIONAL EDUCATION; *SERVICE WORKERS; *SERVICE OCCUPATIONS; *DISHWASHING

ABSTRACT - DESIGNED FOR THE TEACHER OF A SPECIAL EDUCATION CLASS, THIS GUIDE CONTAINS FOUR WORKSHEETS AND THE TEACHING MATERIAL FOR THEIR USE IN PREPARING SPECIAL EDUCATION STUDENTS FOR EMPLOYMENT. A UNIT ON VOCABULARY INTRODUCES THE LESSONS. SUBJECT CONTENT INCLUDES UNITS ON HAND DISHWASHING, MACHINE DISHWASHING, PROBLEMS AND CHECKS, SPECIAL TREATMENT OF VARIOUS DISHES, AND SAFETY TIPS. EACH UNIT CONTAINS OBJECTIVES, EQUIPMENT, PROCEDURE, REVIEW, AND THE WORK SHEET. (MU)

VT 100 848
COMPO, LOUIS
MECHANICS: STATICS. A SYLLABUS.

UNION COUNTY TECHNICAL INST., SCOTCH PLAINS, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.50)
PUB DATE - MAR74 30P.

DESCRIPTORS - *ENGINEERING TECHNOLOGY; *ENGINEERING DRAWING; *TRADE AND INDUSTRIAL EDUCATION; *MECHANICS (PHYSICS); *CURRICULUM GUIDES

ABSTRACT - COVERING THE BASIC LAWS OF STATICS, THIS ENGINEERING FUNDAMENTALS COURSE DEALS MAINLY WITH THE DRAWING OF FREE-BODY DIAGRAMS AND THE WRITING AND SOLVING OF EQUATIONS OF EQUILIBRIUM. A TOPICAL OUTLINE INCLUDES THE PRINCIPLES OF MECHANICS, TWO-DIMENSIONAL EQUILIBRIUM, EQUILIBRIUM OF INTERNAL FORCES, FRICTION, AND CROSS-SECTIONAL CALCULATIONS. OBJECTIVES TO BE ACHIEVED WITHIN EACH TOPIC ARE OUTLINED AND PROVIDE EVALUATION CRITERIA FOR GRADING THE STUDENTS' WORK. A SAMPLE LESSON PLAN AND FINAL EXAMINATION ARE INCLUDED. (AUTHOR/MU)

VT 100 849
PIERSON, JOHN E.
ELEMENTARY ARC WELDING SKILLS.

MARIE H. KATZENBACH SCHOOL FOR THE DEAF, WEST TRENTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.50)
PUB DATE - MAR74 134P.

DESCRIPTORS - *WELDING; *TRADE AND INDUSTRIAL EDUCATION; *WELDERS; *DEAF EDUCATION; *STUDY GUIDES

ABSTRACT - SPECIFICALLY PREPARED FOR TEACHING THE DEAF THE BEGINNING ARC WELDING SKILLS NECESSARY TO BECOME A WELDER, THIS STUDY GUIDE USES AN ELEMENTARY LEVEL OF LANGUAGE AND ILLUSTRATES EACH PARAGRAPH OF TEXTUAL MATERIAL WITH A LINE DRAWING THAT IDENTIFIES THE PARTS AND PROCESSES DESCRIBED IN THE TEXT. THE 14 LESSONS COVER SAFETY PRACTICES AND INSTRUCTIONS ON HOW TO HOLD THE EQUIPMENT AND HOW TO USE VARIOUS WELDS. (AUTHOR/MU)

VT 100 850
MONTGOMERY, C.M.
ELECTRICAL DISCHARGE MACHINING.

BURLINGTON COUNTY VOCATIONAL-TECHNICAL SCHOOL, MOUNT HOLLY, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.00)
PUB DATE - NOV73 68P.

DESCRIPTORS - *TRADE AND INDUSTRIAL EDUCATION; *MACHINISTS; *METAL WORKING OCCUPATIONS; *MECHANICS (PROCESS)
IDENTIFIERS - *ELECTRICAL DISCHARGE MACHINING; EDM

ABSTRACT - THESE EIGHT UNITS OF INSTRUCTION CONCERN A SPECIALIZED PROCESS IN MACHINING METALS CALLED ELECTRICAL DISCHARGE MACHINING (EDM). EACH OF THE 36 LESSONS CONTAINS AN OBJECTIVE, INFORMATIVE MATERIAL, A VOCABULARY, AND AN ASSIGNMENT WITH AN ACHIEVEMENT

TEST AT THE END OF THE LAST LESSON OF EACH UNIT. CONTENTS INCLUDE A DESCRIPTION OF THE PROCESS, BASIC COMPONENTS, OPERATING PROCEDURES, METHODS, AND MACHINING PARAMETERS. A VOCABULARY LIST IS INCLUDED. (MU)

VT 100 851
LONG, MELVIN J.
SOILS AND FOUNDATIONS. A SYLLABUS

UNION COUNTY TECHNICAL INST., SCOTCH PLAINS, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.50)
PUB DATE - JAN74 46P.

DESCRIPTORS - *TECHNICAL EDUCATION; *ENGINEERING TECHNICIANS; *SOIL SCIENCE; *MASONRY; *CURRICULUM GUIDES; ENGINEERING EDUCATION

ABSTRACT - THIS SYLLABUS PRESENTS AN INSTRUCTOR'S TEACHING GUIDE AND COURSE OUTLINE FOR A 12-WEEK 1-QUARTER COURSE IN SOILS AND FOUNDATIONS FOR A 2-YEAR ASSOCIATE DEGREE CIVIL ENGINEERING TECHNOLOGY PROGRAM. IT IS PRESENTED AS A BASIC COURSE OF FUNDAMENTALS WITH OUTLINE FOR SEVEN LABORATORY EXPERIMENTS TO AFFORD THE STUDENTS OPPORTUNITIES TO PERFORM ACTUAL JOB TESTS. THE SYLLABUS INCLUDES A TOPICAL OUTLINE, BEHAVIORAL OBJECTIVES FOR EACH TEACHING UNIT, EMPLOYMENT OBJECTIVES, A SCHEDULE OF CLASS WORK, TEACHING METHODS, REFERENCES, STUDENT ACTIVITIES, ASSIGNMENT SHEETS, METHODS OF EVALUATING PROGRESS, AND A SAMPLE LESSON PLAN. (AUTHOR/MU)

VT 100 852
COOK, CLIDIE; LOUIS, VIRGIE
TEACHER'S HANDBOOK AND STUDENT'S ACTIVITY GUIDE FOR GENERAL BUSINESS UNIT, "LIVING AND WORKING IN OUR ECONOMY". SUGGESTED TEACHING MATERIALS.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 72 100P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; SELF CONCEPT; EMPLOYMENT OPPORTUNITIES; *BUSINESS EDUCATION; WORK ATTITUDES; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO THE SECONDARY GRADES IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH THE GENERAL BUSINESS COURSE WHILE STUDYING THE UNIT ON "LIVING AND WORKING IN OUR ECONOMY." CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, SELF AWARENESS, JOB OPPORTUNITIES, OCCUPATIONAL INFORMATION, AND JOB INTERVIEWS ARE PRESENTED IN LEARNING ACTIVITIES, VISUAL AIDS, READINGS, AND DISCUSSIONS. (MU)

VT 100 853
AKINS, ANNA, AND OTHERS
WORLD OF TRANSPORTATION. K-6. TEACHER'S GUIDE.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 50P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; SELF CONCEPT; EMPLOYMENT OPPORTUNITIES; OCCUPATIONS; *TRANSPORTATION; ELEMENTARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO GRADES K THROUGH 6 IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH TRANSPORTATION. CONCEPTS OF CAREER AWARENESS, SELF AWARENESS, JOB OPPORTUNITIES, AND OCCUPATIONAL INFORMATION ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, CLASSROOM GAMES, READINGS, DISCUSSIONS, AND FIELD TRIPS. A SAMPLE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 854
AKINS, ANNA, AND OTHERS
WORLD OF WORK. TEACHER'S GUIDE. JUNIOR HIGH.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 110P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; EMPLOYMENT OPPORTUNITIES; *TEACHING GUIDES; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO JUNIOR HIGH SCHOOLS IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THIS TEACHING GUIDE DEALS WITH OCCUPATIONAL INFORMATION. CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, SELF EVALUATION, JOB OPPORTUNITIES, OCCUPATIONAL INFORMATION, AND JOB INTERVIEWS ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, READINGS, DISCUSSIONS, AND FIELD TRIPS. A COMPLETE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 855
AKINS, ANNA, AND OTHERS
WORLD OF COMMUNICATION. K-6.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 41P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; SELF CONCEPT; EMPLOYMENT OPPORTUNITIES; *COMMUNICATIONS; ELEMENTARY GRADES; PUBLISHING INDUSTRY
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO GRADES K THROUGH 6 IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH COMMUNICATION. CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, SELF AWARENESS, JOB OPPORTUNITIES, OCCUPATIONAL INFORMATION, AND LANGUAGE ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, CLASSROOM GAMES, READINGS, DISCUSSIONS, AND FIELD TRIPS. A SAMPLE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 856
HUDGINS, FLORENCE
GROOMING AND BEAUTY HINTS FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 12JUL72 23P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; SELF CONCEPT; *ETHICAL VALUES; BEHAVIOR DEVELOPMENT; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO THE SECONDARY GRADES IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH COSMETOLOGY. CONCEPTS OF APPROPRIATE DRESS, WORK ATTITUDES, SELF AWARENESS, GROOMING, AND ETHICS ARE PRESENTED IN LEARNING ACTIVITIES, READINGS, DISCUSSIONS, AND VISUAL AIDS. A LIST OF REQUIRED SUBJECTS FOR COSMETOLOGY IS INCLUDED. (MU)

VT 100 857
MORGAN, CURTIS L., JR., AND OTHER

PREPARING FOR THE WORLD OF WORK. K-6.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 81P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; SELF CONCEPT; EMPLOYMENT OPPORTUNITIES; *TEACHING GUIDES; ELEMENTARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO GRADES K THROUGH 6 IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH THE WORLD OF WORK. CONCEPTS OF THE WORLD OF WORK, BUSINESS AND OFFICE OCCUPATIONS, HEALTH OCCUPATIONS, TRANSPORTATION, AND CONSTRUCTION ARE PRESENTED IN A TEACHING GUIDE OF BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, CLASSROOM GAMES, READINGS, DISCUSSIONS, AND FIELD TRIPS. (MU)

VT 100 858
KAISER, ELIZABETH
MARKETING AND DISTRIBUTION. K-5.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 36P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; DISADVANTAGED YOUTH; ELEMENTARY GRADES; SECONDARY GRADES; *OCCUPATIONS; CAREERS; *OCCUPATIONAL INFORMATION; *MARKETING
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF TEACHING GUIDES RESULTING FROM A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DEVELOP A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM AIMED PRIMARILY AT INCREASING DISADVANTAGED YOUTHS' AWARENESS OF THE WORLD OF WORK. THIS PARTICULAR GUIDE FOCUSES ON MARKETING AND DISTRIBUTION AND IS DESIGNED FOR USE AT LEVELS K-12. SPECIFIC CONTENTS INCLUDE: (1) AN INTRODUCTION TO THE UNIT, (2) THE CONCEPTS AND OBJECTIVES TO BE EMPHASIZED, (3) UNIT ACTIVITIES, (4) DISCUSSION QUESTIONS, (5) SUBJECT AREAS TO BE COVERED, (6) MATH, READING, SPELLING, AND ART WORKSHEETS, AND (7) DEFINITIONS AND REFERENCE SOURCES. (SN)

VT 100 859
MOORE, JUANITA
IN-SERVICE GUIDE FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 28JUL72 52P.

DESCRIPTORS - *CAREER EDUCATION; *INSERVICE TEACHER EDUCATION; *TEACHER WORKSHOPS; *LEADERS GUIDES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - AS A TOOL IN CONDUCTING AN INSERVICE TEACHER EDUCATION WORKSHOP FOR TEACHERS IN THE OMAHA PUBLIC SCHOOLS, THIS DIRECTOR'S GUIDE IS DESIGNED TO STIMULATE TEACHERS TO WRITE CAREER UNITS IN CONJUNCTION WITH THEIR CURRENT SUBJECT MATTER. EACH OF THE 17 LESSONS CONTAINS THE PURPOSE, TIME ALLOWED, AND RESOURCES USED. MATERIALS COVERED DEAL WITH CONCEPTS OF CAREER EDUCATION, VALUE OF FIELD TRIPS, PARTICIPANTS OF THE GROUP, OCCUPATIONAL CLUSTERS, INDIVIDUAL PROJECTS UNDERTAKEN IN THE WORKSHOP, CAREER EDUCATION WITHIN VARIOUS SUBJECT FIELDS, AND WORKSHOP EXPERIENCES. (AUTHOR/MU)

VT 100 860
RIDER, NANCY, AND OTHERS
INCORPORATING CONSUMER AND HOMEMAKING CAREER EDUCATION INTO THE JUNIOR AND SENIOR HIGH SCHOOL CURRICULUM.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 97P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; SECONDARY GRADES; EMPLOYMENT OPPORTUNITIES; *HOMEMAKING EDUCATION; CONSUMER EDUCATION; CAREER PLANNING
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS; CAREER AWARENESS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO GRADES 9 THROUGH 12 IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH CONSUMER AND HOMEMAKING EDUCATION. CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, JOB OPPORTUNITIES, OCCUPATIONAL INFORMATION, AND SPECIFIC CAREERS IN HOME ECONOMICS AREAS ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, CLASSROOM GAMES, READINGS, DISCUSSIONS, AND FIELD TRIPS. A SAMPLE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 861
DAWSTON, DIANN M.
A LOOK AT CAREER EDUCATION THROUGH THE BADMINTON RACQUET.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)

PUB DATE - 12JUL72 43P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; GRADE 9; EMPLOYMENT OPPORTUNITIES; CAREERS; *PHYSICAL EDUCATION
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO GRADE 9 IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH PHYSICAL EDUCATION. CONCEPTS OF CAREERS, WORK ATTITUDES, JOB OPPORTUNITIES, AND OCCUPATIONAL INFORMATION ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, READINGS, DISCUSSIONS, AND FIELD TRIPS. (MU)

VT 100 862
THOMAS, VERA; CRAWFORD, AQUILLA
A STUDY OF YOUR NEWSPAPER AND RELATED CAREERS.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - JUL72 57P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; EMPLOYMENT OPPORTUNITIES; *NEWSPAPERS; CAREERS; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO THE SECONDARY GRADES IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH CAREERS IN NEWSPAPER WORK. CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, JOB OPPORTUNITIES, OCCUPATIONAL INFORMATION, AND NEWSPAPER TERMS ARE PRESENTED IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, READINGS, DISCUSSIONS, AND FIELD TRIPS. A SAMPLE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 863
HIGHTREE, LYNELL
COMMERCIAL AVIATION FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 04AUG72 12P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; LEARNING ACTIVITIES; *EMPLOYMENT OPPORTUNITIES; AVIATION VOCABULARY; SERVICE WORKERS; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS; COMMERCIAL AVIATION INDUSTRY

ABSTRACT - THIS GUIDE FOR INTEGRATING CAREER EDUCATION CONCEPTS INTO THE SECONDARY GRADES IS PART OF AN EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS. THE SUBJECT MATTER OF THE DOCUMENT DEALS WITH SERVICE JOBS IN COMMERCIAL AVIATION. CONCEPTS OF CAREER AWARENESS, WORK ATTITUDES, JOB OPPORTUNITIES, AND OCCUPATIONAL INFORMATION ARE PRESENTED BY COMMUNITY RESOURCE PEOPLE, IN BULLETIN BOARD IDEAS, LEARNING ACTIVITIES, ROLE PLAYING, READINGS, DISCUSSIONS, AND FIELD TRIPS. A SAMPLE TEACHING GUIDE IS INCLUDED. (MU)

VT 100 864
WHITE, VIOLET C.
PROMOTING ENVIRONMENTAL CAREER EDUCATION.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 27JUL72 20P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; ELEMENTARY GRADES; SECONDARY GRADES; VOCATIONAL DEVELOPMENT; *DISADVANTAGED YOUTH; OCCUPATIONAL INFORMATION; *CAREERS; *ENVIRONMENTAL EDUCATION; ENVIRONMENTAL TECHNICIANS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF TEACHING GUIDES DIRECTED AT PROVIDING MORE COMPREHENSIVE INSTRUCTION TO DISADVANTAGED YOUTH IN THE AREA OF CAREER EDUCATION. SPECIFICALLY, THE GUIDE PROVIDES INSTRUCTIONAL SUGGESTIONS FOR FOSTERING STUDENT AWARENESS IN CAREERS IN ENVIRONMENTAL EDUCATION. DEVELOPED AROUND THE GAME, "WHAT'S MY LINE?", THE INFORMATIONAL FORMAT OF THE GUIDE CONTAINS AN OUTLINE OF THE

OCCUPATIONS TO BE EXPLORED, DIRECTIONS FOR PLAYING THE GAME, SUGGESTED LINES OF QUESTIONING, AND GENERAL OCCUPATIONAL DATA ON THE VARIOUS PERSONNEL IN THE FIELD. (SN)

VT 100 865
AKINS, ANNA, AND OTHERS
WORLD OF AGRI-BUSINESS AND NATURAL RESOURCES. K-6. TEACHER'S GUIDE.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 49P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; DISADVANTAGED YOUTH; ELEMENTARY GRADES; *AGRIBUSINESS; *NATURAL RESOURCES; *CAREERS; OCCUPATIONAL INFORMATION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF TEACHING GUIDES RESULTING FROM A WORKSHOP DIRECTED AT DESIGNING A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN GRADES K-12. THIS PARTICULAR GUIDE FOCUSES ON PROVIDING INSTRUCTION ON CAREERS IN AGRIBUSINESS AND THE NATURAL RESOURCES IN GRADES K-6. IN ADDITION TO THE BROAD INSTRUCTIONAL OBJECTIVES PRESENTED, THIS GUIDE CONTAINS THE FOLLOWING CONTENTS ACCORDING TO APPROPRIATE GRADE LEVEL: (1) BEHAVIORAL OBJECTIVES TO BE ATTAINED, (2) COLUMN FORMATED LESSON PLANS CONTAINING CONCEPTS TO BE TAUGHT, SPECIFIC INSTRUCTIONAL/LEARNING OBJECTIVES AND ACTIVITIES TO BE ENGAGED IN, AND (3) REFERENCES AND RESOURCES AVAILABLE FOR USE IN FACILITATING INSTRUCTION. (SN)

VT 100 866
BARR, BETTY, AND OTHERS
INTRODUCTORY UNIT TO THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 12JUL72 27P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; *DISADVANTAGED YOUTH; ELEMENTARY GRADES; *CAREERS; OCCUPATIONAL INFORMATION; *OCCUPATIONS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - ONE OF A SERIES OF PUBLICATIONS RESULTING FROM A PROJECT EFFORT AIMED AT DESIGNING A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM FOR DISADVANTAGED YOUTH, THIS TEACHING GUIDE PROVIDES AN INTRODUCTION TO THE STUDY OF THE WORLD OF WORK. INCLUDED ARE BROAD INSTRUCTIONAL OBJECTIVES, BEHAVIORAL OBJECTIVES, A UNIT TEST, AND LESSON PLANS FOR EACH OF THE GRADE LEVELS (K-6) PRESENTED. CONTAINED IN THE LESSON PLANS ARE CONCEPTS TO BE TAUGHT, OBJECTIVES TO BE MET, AND LEARNING ACTIVITIES AND INSTRUCTIONAL RESOURCES WHICH MAY BE UTILIZED. (SN)

VT 100 867
THOMAS, LEON; WAGNER, DENNIS
MANUFACTURING AND BUILDING CONSTRUCTION, AND OCCUPATIONS.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 04AUG72 27P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; CAREER EDUCATION; VOCATIONAL DEVELOPMENT; DISADVANTAGED YOUTH; ELEMENTARY GRADES; SECONDARY GRADES; *CAREERS; OCCUPATIONS; *MANUFACTURING; *CONSTRUCTION INDUSTRY; *BUILDING TRADES
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS TEACHING GUIDE IS ONE OF A SERIES AIMED AT PROVIDING DISADVANTAGED YOUTH WITH A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM. SPECIFICALLY DEVELOPED FOR USE IN CREATING A DEEPER AWARENESS OF THE WORLD OF BUILDING CONSTRUCTION AND RELATED OCCUPATIONS, THE GUIDE CONTAINS GENERAL OBJECTIVES TO BE ATTAINED, AN OUTLINED OVERVIEW OF THE OPERATIONAL PROCEDURES OF THE CONSTRUCTION PROCESS, AND CAREERS AND OCCUPATIONS ASSOCIATED WITH EACH PROCEDURE. IN ADDITION, FOUR INSTRUCTIONAL UNITS ARE PRESENTED ON THE TOPICS: (1) MANUFACTURING, (2) PRODUCTS, (3) PRODUCTIONS, AND (4) WORKERS. (SN)

VT 100 868
JOHNSON, LEROY; KIBBON, FRANK
GEOGRAPHY CAREERS FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.

OEG-0-71-4661(361)
PUB DATE - 29JUL72 28P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; RESOURCE UNITS; SECONDARY GRADES; *GEOGRAPHY; *SOCIAL STUDIES; *CAREER EDUCATION; *CAREERS; OCCUPATIONS; OCCUPATIONAL INFORMATION; DISADVANTAGED YOUTH
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF GUIDES DEVELOPED TO PROVIDE MORE COMPREHENSIVE INSTRUCTION TO DISADVANTAGED STUDENTS IN THE AREA OF CAREER EDUCATION. THIS PARTICULAR UNIT GUIDE ENTITLED, "CAREERS IN GEOGRAPHY", WAS DEVELOPED FOR USE IN TEACHING NINTH GRADE WORLD GEOGRAPHY CLASSES. INCLUDED ARE THREE PRE-TESTS, AN OCCUPATIONAL WORKSHEET, A BRIEF DESCRIPTION OF ALL THE CAREERS REVIEWED IN THE FIELD, A LIST OF AUDIOVISUAL AIDS AVAILABLE FOR USE ON THE VARIOUS TOPICS, AND SUGGESTED LEARNING ACTIVITIES WHICH MAY BE ENGAGED IN. (AUTHOR/SN)

VT 100 869
AKINS, ANNA, AND OTHERS
WORLD OF HEALTH SERVICES. K-6. TEACHER'S GUIDE.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 32P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; CAREER EDUCATION; VOCATIONAL DEVELOPMENT; *HEALTH SERVICES; *HEALTH PERSONNEL; ELEMENTARY GRADES; *OCCUPATIONS; *CAREERS; DISADVANTAGED YOUTH; OCCUPATIONAL INFORMATION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS TEACHING GUIDE IS ONE OF A SERIES AIMED AT DESIGNING AND IMPLEMENTING A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM IN THE OMAHA PUBLIC SCHOOLS. THE OUTCOME OF A WORKSHOP HELD DURING THE SUMMER OF 1972, THE GUIDE FOCUSES ON EXPOSING STUDENTS IN THE ELEMENTARY GRADES TO HEALTH SERVICE OCCUPATIONS. INCLUDED ARE THE GENERAL OBJECTIVES AROUND WHICH THE GUIDE WAS DEVELOPED, AND INSTRUCTIONAL UNITS ARRANGED BY APPROPRIATE GRADE LEVEL. CONTAINED IN EACH UNIT ARE CONCEPTS TO BE EMPHASIZED, SPECIFIC OBJECTIVES TO BE ACHIEVED, LEARNING ACTIVITIES, RESOURCES NEEDED, AND EVALUATION SUGGESTIONS. (SN)

VT 100 870
CAREER EDUCATION IN FLORIDA.

FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - OCT73 12P.

DESCRIPTORS - PAMPHLETS; *CAREER EDUCATION; VOCATIONAL EDUCATION; PUBLICATIONS; *STATE PROGRAMS; *EDUCATIONAL PROGRAMS; PROGRAMS
IDENTIFIERS - *FLORIDA

ABSTRACT - THIS PAMPHLET PROVIDES AN OVERVIEW OF THE CAREER EDUCATION PROGRAM AS IT PRESENTLY EXISTS IN THE STATE OF FLORIDA. INCLUDED ARE SEVEN SECTIONS WRITTEN ON THE TOPICS: (1) CAREER EDUCATION: JUSTICE AND EQUALITY, (2) CAREER EDUCATION: THE STATE'S GOAL, (3) CAREER EDUCATION: COMPETENCY BASED CREDENTIALING, (4) CAREER EDUCATION: THE CURRICULUM, (5) CAREER EDUCATION: SERVICES TO STUDENTS, (6) CAREER EDUCATION: TEACHER EDUCATION, AND (7) CAREER EDUCATION: FLORIDA'S POSITION. (SN)

VT 100 871
RUDNICK, KAREN B., COMP., AND OTHERS
KNOW YOUR TRAINING STATION.

HENRICO COUNTY SCHOOL SYSTEM, HIGHLAND SPRINGS, VA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 35P.

DESCRIPTORS - MANUALS; *DISTRIBUTIVE EDUCATION; *STUDY GUIDES; *MARKETING; *AGRIBUSINESS; SECONDARY GRADES; POST SECONDARY EDUCATION; PROGRAMED MATERIALS; INSTRUCTIONAL MATERIALS
IDENTIFIERS - *TRAINING MANUALS

ABSTRACT - THIS TRAINING MANUAL WAS DEVELOPED FOR USE BY DISTRIBUTIVE EDUCATION STUDENTS PREPARING FOR ROLES IN THE FIELD OF MARKETING AND DISTRIBUTION. ITS PURPOSE IS TO ASSIST THE STUDENTS IN ORGANIZING INFORMATION ABOUT BUSINESS OPERATIONS AND IN ANALYZING THE DUTIES AND RESPONSIBILITIES OF THE JOBS INCURRED. PROVIDED ARE WORKSHEETS TO BE USED IN THE STUDY OF THE BUSINESS TRANSACTIONS AS WELL AS A SUPPLY OF BLANK PAGES AT THE BACK OF THE DOCUMENT FOR RECORDING EXPERIENCES AND/OR LEARNING EXPERIENCES NOT INCLUDED IN THE FORMS. (SN)

VT 100 872
BERRY, VIVIAN H., AND OTHERS
AMERICAN OCCUPATIONS SERIES TAPES. MINI COURSES. JUNIOR-SENIOR HIGH LEVEL.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT.
OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - JUL73 40P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *TEACHING GUIDES; CAREER EDUCATION; *CAREERS; OCCUPATIONS; OCCUPATIONAL INFORMATION; *TEACHER DEVELOPED MATERIALS; *MASTER TAPES (AUDIO); SUMMER WORKSHOPS; LESSON PLANS; *SHORT COURSES; SECONDARY GRADES; JUNIOR HIGH SCHOOL STUDENTS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE CONTAINS LESSONS FOR MINI-COURSES DERIVED FROM A SERIES OF TAPES DEVELOPED BY PARTICIPANTS OF A CAREER EDUCATION WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. CUMULATIVELY, 52 LESSONS ARE INCLUDED. INTENDED FOR USE AT THE JUNIOR AND SENIOR HIGH SCHOOL LEVELS, THE LESSONS CONSIST OF INSTRUCTIONAL OBJECTIVES, GRADE LEVEL NOTATIONS, AN INTRODUCTION, STUDY QUESTIONS, AND SUGGESTED ACTIVITIES. (SN)

VT 100 873
MESZAROS, PEGGY SISK
INDIVIDUALIZED MARRIAGE AND FAMILY LIVING.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT.
OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 78P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *TEACHING GUIDES; CAREER EDUCATION; *MARRIAGE; *FAMILY LIFE; SOCIAL DEVELOPMENT; *LESSON PLANS; SECONDARY GRADES; ELEMENTARY GRADES; *INDIVIDUALIZED INSTRUCTION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS TEACHING GUIDE WAS DEVELOPED BY TEACHERS IN THE OMAHA PUBLIC SCHOOL SYSTEM AND IS INTENDED TO FACILITATE INSTRUCTION IN THE AREA OF CAREER EDUCATION. INDIVIDUALIZED AND SPECIFICALLY FOCUSED ON THE SUBJECT, "MARRIAGE AND FAMILY LIVING," THE GUIDE CONTAINS 20 LESSONS. CONTAINED IN EACH LESSON ARE: (1) AN OVERVIEW, (2) LESSON REQUIREMENTS, (3) LEARNING OBJECTIVES, (4) RESOURCES NEEDED, (5) LEARNING ACTIVITIES, AND (6) A STUDY GUIDE DEVISED TO ACCOMPANY TAPES DEVELOPED FOR THE LESSONS. (SN)

VT 100 874
MESZAROS, PEGGY SISK
INDIVIDUALIZED CONSUMER EDUCATION PROJECTS.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT.
OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - APR74 70P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *STUDY GUIDES; TEACHING GUIDES; CAREER EDUCATION; VOCATIONAL EDUCATION; *LESSON PLANS; SECONDARY GRADES; *INDIVIDUALIZED INSTRUCTION; *CONSUMER EDUCATION; *PROJECTS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - CONTAINED IN THIS GUIDE IS A SERIES OF INDIVIDUALIZED CONSUMER EDUCATION PROJECTS DEVELOPED FOR USE WITH SECONDARY STUDENTS. THE OUTCOME OF A CAREER EDUCATION WORKSHOP CONDUCTED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972, THE LESSON-ORIENTED PROJECTS ARE DESIGNED AROUND CONCEPTS WITH BEHAVIORALLY STATED LEARNING OBJECTIVES SPECIFYING EXACTLY WHAT THE STUDENT SHOULD BE ABLE TO DO UPON COMPLETION OF THE PROJECTS. SPECIFIC TITLES OF PROJECTS FOR WHICH LESSONS ARE ENTERED INCLUDE: (1) APARTMENTS, (2) SELECTION AND CARE OF BICYCLES, (3) CONSUMER DECISION MAKING, (4) WISE SELECTION OF HAIR CARE APPLIANCES, (5) SELF PROTECTION, (6) CONSUMER GYPS, (7) GOVERNMENT PROTECTION OF THE CONSUMER, (8) STEREOS AND RECORDINGS, AND (9) PERSONAL BUDGETS. (SN)

VT 100 875
MESZAROS, PEGGY SISK
GROOMING FOR THE JOB.
INDIVIDUALIZED LESSONS.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT.
OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - APR74 95P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *STUDY GUIDES; CAREER EDUCATION; *LESSON PLANS; TEACHING GUIDES; *HYGIENE; *FEMALES; SECONDARY GRADES; JUNIOR HIGH SCHOOL STUDENTS; *INDIVIDUALIZED INSTRUCTION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - DEVELOPED BY TEACHERS IN THE OMAHA PUBLIC SCHOOL SYSTEM, THIS CAREER EDUCATION ORIENTED GUIDE WAS DESIGNED TO TEACH GIRLS

BASIC GOOD GROOMING TECHNIQUES AND THEIR RELATIONSHIP TO GETTING AND KEEPING A JOB. CUMULATIVELY, THERE ARE TEN INDIVIDUALIZED LESSONS CONTAINED. INCLUDED IN THE LESSONS ARE: (1) AN OVERVIEW, (2) LESSON REQUIREMENTS, (3) BEHAVIORALLY STATED LEARNING OBJECTIVES, (4) RESOURCES NEEDED, (5) LEARNING ACTIVITIES, (6) STUDY QUESTIONS, AND (7) A POSTTEST. (SN)

VT 100 876
A HANDBOOK FOR TRAINING SPONSORS.

DELAWARE STATE COLL., DOVER. DEPT. OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 24P.

DESCRIPTORS - *MANUALS; GUIDES; *TRAINING TECHNIQUES; LEADERSHIP TRAINING; *SUPERVISORY TRAINING; VOCATIONAL EDUCATION; *DISTRIBUTIVE EDUCATION; *DISTRIBUTIVE EDUCATION TEACHERS; VOCATIONAL EDUCATION TEACHERS

ABSTRACT - THE INTENT OF THIS HANDBOOK IS TO ASSIST IN THE ORGANIZATION AND DEVELOPMENT OF PROGRAMS DESIGNED TO TRAIN SPONSORS IN WORKING WITH STUDENT TRAINEES ENROLLED IN DISTRIBUTIVE EDUCATION PROGRAMS. SPECIFIC CONTENTS INCLUDE, IN ADDITION TO AN INTRODUCTION, DEFINITION OF TERMS, AND ORIENTATION STATEMENTS, INFORMATION ON: (1) COOPERATIVE TRAINING, (2) GENERAL PROCESSES INVOLVED IN TEACHING THE STUDENT TRAINEE, (3) THE ROLE OF LEADERSHIP AND SUPERVISION, AND (4) WHAT THE EVALUATION PROCESS INVOLVES. SUPPLEMENTING THE DOCUMENT IS AN APPENDIX CONTAINING AN ORIENTATION CHECK LIST, WORK EXPERIENCE AREAS, A PLAN FOR TEACHING THE STUDENT TRAINEE, HIGHLIGHTED CHARACTERISTICS OF YOUNG WORKERS, AND SAMPLE EVALUATION FORMS. (SN)

VT 100 877
GALYEAN, DAN
DISTRIBUTIVE EDUCATION FOR GUIDANCE COUNSELORS.

DELAWARE STATE COLL., DOVER. DEPT. OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 17P.

DESCRIPTORS - *MANUALS; GUIDES; *DISTRIBUTIVE EDUCATION; SECONDARY GRADES; COUNSELORS; *SECONDARY SCHOOL COUNSELORS; *GUIDANCE PERSONNEL; *STUDENT PLACEMENT; ADMISSION CRITERIA

ABSTRACT - THE TWO-FOLD PURPOSES UNDERLYING THE DEVELOPMENT OF THIS DOCUMENT WERE: TO PROVIDE HIGH SCHOOL GUIDANCE PERSONNEL WITH A MORE COMPREHENSIVE VIEW OF THE DISTRIBUTIVE EDUCATION PROGRAM AND ITS OPERATIONS AND TO ASSIST THEM IN THE IDENTIFICATION, SELECTION, AND PLACEMENT OF STUDENTS IN SUCH PROGRAMS. SPECIFIC CONTENTS INCLUDE: (1) AN INTRODUCTION, (2) A BRIEF EXPLANATION OF MARKETING AND DISTRIBUTION, (3) DEFINITION OF DISTRIBUTIVE EDUCATION TERMS, AND (4) INFORMATION ON SUCH TOPICS AS TYPES OF PROGRAMS, AREAS OF INSTRUCTION, SELECTION OF DISTRIBUTIVE EDUCATION STUDENTS, OPPORTUNITIES FOR CONTINUING EDUCATION, AND SUGGESTED FORMS FOR COUNSELORS. (SN)

VT 100 878
HILL, RICHARD K., ED.; SCHMIDT, B. JUNE, ED.
BEHAVIORAL OBJECTIVES FOR SELECTED UNITS IN BUSINESS EDUCATION.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPT. OF EDUCATION, RICHMOND, VA. 23216 ($2.00)
PUB DATE - ND 140P.

DESCRIPTORS - *BEHAVIORAL OBJECTIVES; *BUSINESS EDUCATION; *STENOGRAPHY; *BUSINESS SUBJECTS; *UNITS OF STUDY (SUBJECT FIELDS); UNIT PLAN; PROJECTS; VOCATIONAL EDUCATION

ABSTRACT - ONE OF A SERIES OF PUBLICATIONS, THIS BOOKLET CONTAINING BEHAVIORAL OBJECTIVES FOR SOME 48 INSTRUCTIONAL UNITS IN BUSINESS EDUCATION IS THE DIRECT RESULT OF A VOCATIONAL EDUCATION EVALUATION PROJECT CONDUCTED DURING THE SUMMERS OF 1971-73. WRITTEN PRIMARILY FOR TEACHERS OF SHORTHAND, THE UNITS ENTERED INCLUDE AN OUTLINE OF THE CONTENT, A GOAL STATEMENT, AND GENERAL AND SPECIFIC OBJECTIVES. TO FACILITATE EASE IN USING THE CATALOG, INSTRUCTIONS ARE PROVIDED AS WELL AS INFORMATION ON THE CONTENTS OF THE BOOKLET, AND HOW AND WHY THE UNITS WERE DEVELOPED. (SN)

VT 100 879
HILL, RICHARD K., ED., AND OTHERS
BEHAVIORAL OBJECTIVES AND RELATED TEST ITEMS FOR SELECTED UNITS IN AUTOMOTIVE MECHANICS.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV.

OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
HARRY L. SMITH, PUBLIC INFORMATION AND PUBLICATIONS, STATE DEPT. OF EDUCATION, RICHMOND, VA. 23216 ($2.00)
PUB DATE - ND 185P.

DESCRIPTORS - *BEHAVIORAL OBJECTIVES; *UNITS OF STUDY (SUBJECT FIELDS); *VOCATIONAL EDUCATION; *AUTO MECHANICS; *TRADE AND INDUSTRIAL EDUCATION; PROJECTS

ABSTRACT - THIS PUBLICATION IS ONE OF A SERIES RESULTING FROM THE VOCATIONAL EDUCATION EVALUATION PROJECT CONDUCTED DURING THE SUMMERS OF 1971-73. CONTAINED ARE BEHAVIORAL OBJECTIVES FOR VOCATIONAL AUTOMOTIVE MECHANICS ORGANIZED BY UNITS OF INSTRUCTION AS LISTED IN THE CURRICULUM GUIDE FOR THE STATE OF VIRGINIA. INCLUDED IN EACH UNIT IS A SUGGESTED OUTLINE OF CONTENT, A GOAL STATEMENT, AND GENERAL AND SPECIFIC OBJECTIVES. (SN)

VT 100 880
BERRY, VIVIAN H.
SCHOOL JOB PROGRAM FOR JUNIOR HIGH FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 28JUL72 18P.

DESCRIPTORS - *GUIDES; SECONDARY GRADES; *CAREER EDUCATION; *JOB APPLICATION; *EMPLOYMENT INTERVIEWS; JOBS; JUNIOR HIGH SCHOOL STUDENTS; DISADVANTAGED YOUTH; *VOCATIONAL DEVELOPMENT; OCCUPATIONAL GUIDANCE; VOCATIONAL EDUCATION; EMPLOYMENT PROGRAMS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF GUIDES DEVELOPED BY PARTICIPANTS AT THE 1972 OMAHA PUBLIC SCHOOL SPONSORED CAREER EDUCATION WORKSHOP. THE PURPOSE OF THE WORKSHOP WAS TO DEVELOP A MORE COMPREHENSIVE VOCATIONAL PROGRAM WHICH WOULD SERVE TO STIMULATE THE INTERESTS AND WIDEN THE AWARENESS OF DISADVANTAGED STUDENTS TO THE WORLD OF WORK. THIS PARTICULAR GUIDE DESCRIBES A PROGRAM WHICH IS DESIGNED TO BRIEF STUDENTS ON THE PROCEDURES FOR OBTAINING A JOB. PROVIDED IN THE PROGRAM ARE EXPOSURE TO THE PROCESSES OF APPLYING FOR A JOB AND HAVING AN INTERVIEW AS WELL AS ACTUAL EXPERIENCES IN DOING SO. (AUTHOR/SN)

VT 100 881
MITCHELL, GLENN E.
STUDENT ATHLETIC TRAINER PROGRAM.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 11P.

DESCRIPTORS - *TEACHING GUIDES; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; SECONDARY GRADES; FIRST AID; *JUNIOR HIGH SCHOOL STUDENTS; *ATHLETICS; ATHLETIC PROGRAMS; *TRAINERS; DISADVANTAGED YOUTH
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - ONE OF A SERIES OF GUIDES DEVELOPED BY PARTICIPANTS AT THE OMAHA PUBLIC SCHOOL SPONSORED CAREER EDUCATION WORKSHOP DURING THE SUMMER OF 1972, THIS PUBLICATION IS DESIGNED TO GET INTERESTED SEVENTH AND EIGHTH GRADE PUPILS INVOLVED IN THE AREA OF PARAPROFESSIONAL JOBS. FOCUSED ON IS A STUDENT ATHLETIC TRAINING PROGRAM. GIVEN ARE REQUIREMENTS OF THE ATHLETIC TRAINER AS WELL AS INSTRUCTIONS FOR TREATING SUCH THINGS AS EXCESSIVE BLEEDING, SHOCK, WOUNDS, INJURIES, FRACTURES, CONVULSIONS, HEART ATTACKS, STROKES, AND HEAT EXHAUSTION. (SN)

VT 100 882
MCCORMACK, MARY LYNN
TEAM WORK IN CAREERS FOR THE SELF-CONTAINED CLASSROOM.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - JUL72 11P.

DESCRIPTORS - *TEACHING GUIDES; *CAREER EDUCATION; ELEMENTARY GRADES; *SELF CONTAINED CLASSROOMS; *INTEGRATED CURRICULUM; *OCCUPATIONAL INFORMATION; CAREERS; VOCATIONAL DEVELOPMENT
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF TEACHING GUIDES RESULTING FROM A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DEVELOP A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM AIMED PRIMARILY AT INCREASING DISADVANTAGED YOUTHS' AWARENESS OF THE WORLD OF WORK. THIS PARTICULAR DOCUMENT FOCUSES ON INTEGRATING CAREER EDUCATION

CONCEPTS INTO THE ELEMENTARY SELF-CONTAINED CLASSROOM CURRICULUM. INCLUDED IN ADDITION TO THE PURPOSE, AND STUDENT AND TEACHER OBJECTIVES ARE: (1) CLASSROOM ORGANIZATIONAL TIPS, (2) LEARNING ACTIVITIES, AND (3) SOURCE MATERIALS FOR USE IN INSTRUCTION. (SN)

VT 100 883
JOHNSON, LILLIE FAYE
HOW TO INTRODUCE CHILDREN TO THE WORLD OF WORK THROUGH MUSIC.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG72 15P.

DESCRIPTORS - *TEACHING GUIDES; *CAREER EDUCATION; *OCCUPATIONS; CAREERS; VOCATIONAL DEVELOPMENT; OCCUPATIONAL INFORMATION; ELEMENTARY GRADES; MUSIC; *MUSIC ACTIVITIES; *TEACHING METHODS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF TEACHING GUIDES DEVELOPED BY PARTICIPANTS AT A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DESIGN A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM AIMED PRIMARILY AT INCREASING DISADVANTAGED YOUTHS' AWARENESS OF THE WORLD OF WORK. INTENDED FOR USE AT THE ELEMENTARY LEVEL, THIS DOCUMENT FOCUSES ON INTRODUCING CHILDREN TO THE WORLD OF WORK THROUGH MUSIC. OCCUPATIONAL CLUSTERS ARE VARIED FOR EACH GRADE LEVEL, AND, IN ADDITION TO THE GENERAL INTRODUCTION AND OBJECTIVES GIVEN FOR EACH, PRE-LESSON ACTIVITIES, THE LESSON ITSELF, AND SUGGESTED FOLLOW UP ACTIVITIES ARE PROVIDED. SUPPLEMENTING THE GUIDE IS AN INDEX OF OTHER OCCUPATIONAL SONGS WHICH MAY BE USED TO ENRICH INSTRUCTION. (SN)

VT 100 884
MORGAN, DEANNA; CHAMBERS, DOROTHY
INTRODUCTION TO THE WORLD OF WORK. K-1.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 02AUG72 120P.

DESCRIPTORS - *TEACHING GUIDES; *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; DISADVANTAGED YOUTH; ELEMENTARY GRADES; KINDERGARTEN; GRADE 1; *OCCUPATIONS; *CAREERS; OCCUPATIONAL INFORMATION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS PUBLICATION IS ONE OF A SERIES OF TEACHING GUIDES DEVELOPED BY PARTICIPANTS AT A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DESIGN A MORE COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM AIMED AT INCREASING DISADVANTAGED YOUTHS' INTEREST AND AWARENESS OF THE WORLD OF WORK. DESIGNED PRIMARILY FOR USE AT THE KINDERGARTEN AND FIRST GRADE LEVELS, THIS INTRODUCTORY UNIT TO CAREER OPPORTUNITIES CONTAINS LESSON PLANS COMPLETE WITH OUTLINED CONCEPTS TO BE EMPHASIZED, LEARNING ACTIVITIES, RESOURCES NEEDED, AND ILLUSTRATIVE DRAWINGS ON VARIOUS OCCUPATIONAL CLUSTERS. (SN)

VT 100 885
THOMPSON, MAUDIE L.
ENGLISH RELATED OCCUPATIONS IN THE WORLD OF WORK. JUNIOR HIGH LEVEL.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 04AUG72 95P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; SECONDARY GRADES; *OCCUPATIONS; *ENGLISH; *CAREER EDUCATION; *CAREERS; OCCUPATIONAL INFORMATION; DISADVANTAGED YOUTH
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF GUIDES DEVELOPED BY PARTICIPANTS AT A CAREER EDUCATION WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE OBJECTIVE OF THE WORKSHOP WAS TO IMPROVE THE CAREER EDUCATION PROGRAM FOR DISADVANTAGED YOUTH IN THE SYSTEM. SPECIFICALLY, THIS GUIDE FOCUSED ON EXPOSING STUDENTS TO ENGLISH RELATED OCCUPATIONS. INCLUDED ARE AN INTRODUCTION, INSTRUCTIONAL PROCEDURES, SUGGESTIONS FOR CONSTRUCTING TESTS AND MAKING EVALUATIONS, AND UNITS ON THE VARIOUS OCCUPATIONS RELATING TO ENGLISH. (SN)

VT 100 886
GRIFFIN, S. DANIELLE
BECOMING A PERSON FOR LIVING IN SOCIETY AND THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT.

OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - JUL72 83P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; SECONDARY GRADES; CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; DISADVANTAGED YOUTH; OCCUPATIONAL INFORMATION; *PERSONAL ADJUSTMENT; PERSONAL GROWTH; *PERSONAL INTERESTS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS; *CAREER AWARENESS

ABSTRACT - THIS GUIDE IS ONE OF A SERIES AIMED AT PROVIDING DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOL SYSTEM WITH A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM. THE OUTCOME OF A WORKSHOP HELD DURING THE SUMMER OF 1972, THE GUIDE FOCUSES ON PERSONAL AWARENESS AND COPING WITH SOCIETAL EXPECTATIONS AND NEEDS. INCLUDED ARE: (1) A CHART OF THE FUTURE DEPICTING WHAT THE YEARS TO COME MIGHT HOLD, (2) CONCEPTS TO BE EMPHASIZED, (3) OBJECTIVES TO BE ACHIEVED, (4) DISCUSSION QUESTIONS, (5) EXERCISE SHEETS, (6) A TEACHING GUIDE, AND (7) EVALUATION SUGGESTIONS. SUPPLEMENTING THE DOCUMENT IS A BIBLIOGRAPHY CONTAINING REFERENCE BOOKS, PERIODICALS, GAMES AND SIMULATIONS, AUDIO-VISUAL MATERIALS, AND TESTS WHICH MAY BE USED TO FACILITATE INSTRUCTION. (SN)

VT 100 887
EVERMAN, GEORGIA, AND OTHERS
COMMUNITY RESOURCES OF OMAHA FOR THE WORLD OF WORK.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 28JUL72 40P.

DESCRIPTORS - *TEACHING GUIDES; INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; VOCATIONAL DEVELOPMENT; *RESOURCE UNITS; *COMMUNITY RESOURCES; DISADVANTAGED YOUTH; ELEMENTARY GRADES; SECONDARY GRADES; *FIELD TRIPS
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS GUIDE IS ONE OF A SERIES AIMED AT PROVIDING A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM IN THE OMAHA PUBLIC SCHOOLS. THE OUTCOME OF A WORKSHOP HELD DURING THE SUMMER OF 1972, THE GUIDE FOCUSES ON OMAHA'S COMMUNITY RESOURCES. INCLUDED ARE: (1) AN INTRODUCTION, (2) INFORMATION ON THE VALUE OF FIELD TRIPS, (3) TIPS ON PREPARING FOR FIELD TRIPS, AND HOW TO INTERPRET DATA, AND (4) A MODEL TRIP PERMIT AND SAMPLES OF TEACHER APPRAISAL BLANKS. AN APPENDIX CONTAINING THE NAMES, ADDRESSES, AND OTHER SPECIFIC INFORMATION ABOUT FIELD TRIP SITES IN THE CITY SUPPLEMENT THE DOCUMENT. (SN)

VT 100 888
BOGNER, TWILA M.
CAREER EDUCATION LITERATURE. OMAHA PUBLIC SCHOOL MATERIALS. JUNIOR HIGH LEVEL.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 04AUG72 50P.

DESCRIPTORS - *RESOURCE GUIDES; *RESOURCE MATERIALS; INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; *OCCUPATIONS; CAREERS; DISADVANTAGED YOUTH; SECONDARY GRADES; *OCCUPATIONAL INFORMATION
IDENTIFIERS - OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS IS ONE OF A SERIES OF GUIDES RESULTING FROM A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DEVELOP A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM AIMED PRIMARILY AT INCREASING DISADVANTAGED YOUTHS' AWARENESS OF THE WORLD OF WORK. THIS PARTICULAR GUIDE CONTAINS THE RESOURCES AVAILABLE FOR USE AT THE JUNIOR HIGH LEVEL. INCLUDED ARE ENTRIES OF READING TEXTBOOKS AND OTHER REFERENCES WITH ACCOMPANYING WORKBOOKS ABOUT WORKERS, AND SKILL BUILDING MATERIALS. (SN)

VT 100 889
SALES SCRIPTS.

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
OFFICE OF EDUCATION (DHEW),
WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB., THE OHIO STATE UNIV., 1885 NEIL AVE., 115 TOWNSHEND HALL, COLUMBUS, OH 43210
PUB DATE - MAR74 53P.

DESCRIPTORS - *SCRIPTS; *INSTRUCTIONAL MATERIALS; *SALESMANSHIP; *DISTRIBUTIVE EDUCATION; RETAILING; SECONDARY GRADES

ABSTRACT - CONTAINED IN THIS

CUMENT ARE TEN SALES SCRIPTS ICH WERE RECORDED AT THE OHIO STRIBUTIVE EDUCATION CLUBS OF ERICA SALES DEMONSTRATION FINALS N MARCH OF 1974. INTENDED FOR USE Y STUDENTS INVOLVED IN THE STUDY F EFFECTIVE SALESMANSHIP ECHNIQUES, THE CONTENTS OF THIS OOKLET ALLOW FOR ROLE PLAY AND ISCUSSION AND EVALUATION OF THE EAK AND STRONG POINTS OF EACH ALE. VIDEO-TAPES OF THE FIRST IVE WINNERS IN THE STATE COMPETITION AND THE FIRST THREE WINNERS IN NATIONAL COMPETITION MAY BE OBTAINED FROM THE OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB. (SN)

VT 100 890
CANEI, ROBERT
EFFECTIVE RETAIL SALES TECHNIQUES

OHIO STATE UNIV., COLUMBUS. DISTRIBUTIVE EDUCATION MATERIALS LAB.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OHIO DISTRIBUTIVE EDUCATION MATERIALS LAB., THE OHIO STATE UNIV., 1885 NEIL AVE., 115 TOWNSHEND HALL, COLUMBUS, OH 43210
PUB DATE - ND 250P.

DESCRIPTORS - MANUALS; INSTRUCTIONAL MATERIALS; *TEACHING GUIDES; POST SECONDARY EDUCATION; *ADULT STUDENTS; ADULT EDUCATION; *ADULT VOCATIONAL EDUCATION; *RETAILING; DISTRIBUTIVE EDUCATION; *SALESMANSHIP

ABSTRACT - THIS MANUAL IS INTENDED TO AID BUSINESS INSTRUCTORS IN THE TEACHING OF RETAIL SALES TO PERSONS PREPARING FOR EMPLOYMENT IN RETAIL ESTABLISHMENTS AS WELL AS THOSE ALREADY WORKING. INCLUDED ARE FIVE LESSONS ARRANGED BY SESSIONS, COMPLETE WITH INFORMATIONAL CONCEPTS TO BE EMPHASIZED, HANDOUTS, AND TRANSPARENCIES. TITLES OF THE LESSONS ARE: (1) EMPLOYEE AND CUSTOMER RELATIONS, (2) APPROACHES AND PRESENTATIONS, (3) OBJECTIONS AND CLOSING THE SALE, (4) SUGGESTION SELLING, AND (5) SALES DEMONSTRATION. AN APPENDIX CONTAINING EVALUATION SUGGESTIONS, EXAMPLES OF PROMOTIONAL DEVICES, FILMS, CASE STUDIES, AND ADDITIONAL HANDOUTS AND TRANSPARENCY MASTERS SUPPLEMENT THE DOCUMENT. (SN)

VT 100 891
LARK, FLOYD J., AND OTHERS
A CAREER DEVELOPMENT PROGRAM IN AGRICULTURAL OCCUPATIONS FOR ADVANTAGED AND LESS ADVANTAGED RURAL YOUTH.

OKLAHOMA STATE UNIV., STILLWATER. DEPT. OF AGRICULTURAL EDUCATION. OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 54P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *VOCATIONAL AGRICULTURE; *OCCUPATIONAL INFORMATION; *AGRICULTURAL OCCUPATIONS; UNITS OF STUDY (SUBJECT FIELDS); RURAL YOUTH
IDENTIFIERS - *OKLAHOMA

ABSTRACT - SEVEN INSTRUCTIONAL UNITS COVER MATERIAL ON SELF DISCOVERY AND THE FOLLOWING SIX SPECIFIC OCCUPATIONAL AREAS IN AGRICULTURE: (1) AGRICULTURAL PRODUCTION, (2) AGRICULTURAL SUPPLIES AND SERVICES, (3) AGRICULTURAL MECHANICS, (4) AGRICULTURAL PRODUCTS, (5) ORNAMENTAL HORTICULTURE, AND (6) FORESTRY AND NATURAL RESOURCES. EACH UNIT INCLUDES THE DUTIES OF THAT OCCUPATION, WORKING CONDITIONS, THE METHOD OF ENTRY INTO THE OCCUPATION, DEMAND FOR WORKERS IN OKLAHOMA, APPROXIMATE STARTING SALARY AND OTHER BENEFITS, AND ANY ADDED CHARACTERISTICS SPECIFIC TO THE OCCUPATION. (AUTHOR/MU)

VT 100 892
OCCUPATIONAL HOME ECONOMICS COST CONTROL IN FOOD SERVICE. (TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER. SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 20P.

DESCRIPTORS - *TRANSPARENCIES; *OCCUPATIONAL HOME ECONOMICS; *FOOD SERVICE; *FOOD SERVICE INDUSTRY; *COST EFFECTIVENESS

ABSTRACT - FACTORS AFFECTING COSTS IN THE FOOD SERVICE INDUSTRY ARE IDENTIFIED IN THE 18 TRANSPARENCIES PROVIDED HERE. THEY INCLUDE ERRORS IN MANAGING THE DINING ROOM, WASTEFUL PRACTICES IN FOOD PREPARATION, AND COSTLY OPERATING POLICIES. SIX TRANSPARENCIES DEAL WITH GENERAL CONTROL OF OPERATIONS IN A FOOD SERVICE ESTABLISHMENT. A PAGE OF SUMMARIZED INFORMATION IS INCLUDED FOR TEACHER PREPARATION IN THE CLASSROOM USE OF THE TRANSPARENCIES. (MU)

VT 100 893
FAMILY HEALTH. (TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 20P.

DESCRIPTORS - *TRANSPARENCIES; *FAMILY LIFE EDUCATION; *FAMILY HEALTH; *HEALTH EDUCATION

ABSTRACT - THESE 20 TRANSPARENCIES FOR USE IN A HOME MANAGEMENT CLASS FOCUS ON FAMILY HEALTH. THEY IDENTIFY COMMON PSYCHOLOGICAL RESPONSES, FACTORS OF BODY NUTRITION, COMMON CHILDHOOD DISEASES, A FEW HEREDITARY FACTORS IN HEALTH, AND SAFETY MEASURES IN THE HOME. (MU)

VT 100 894
CLOTHING AND TEXTILES. (TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 20P.

DESCRIPTORS - *HOME ECONOMICS EDUCATION; *TRANSPARENCIES; *TEXTILES INSTRUCTION; *CLOTHING INSTRUCTION; *HOME ECONOMICS SKILLS

ABSTRACT - DESIGNED FOR SECONDARY SCHOOLS AND AREA VOCATIONAL CENTERS, THIS SET OF 17 TRANSPARENCIES PROVIDES THE HOME ECONOMICS TEACHER WITH INSTRUCTIONAL MEDIA FOR USE IN CLASSES DEALING WITH CLOTHING AND TEXTILES. SEPARATE TRANSPARENCIES IDENTIFY ELEMENTS OF DESIGN, APPROPRIATENESS OF FASHION, TECHNIQUES OF USING PATTERNS, AND DIRECTIONS FOR A NUMBER OF SEWING SKILLS. (MU)

VT 100 895
CHILD DEVELOPMENT. (TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 38P.

DESCRIPTORS - *TRANSPARENCIES; *CHILD CARE; *CHILD DEVELOPMENT; *EARLY CHILDHOOD; *HOME ECONOMICS EDUCATION; CHILD ROLE

ABSTRACT - THESE 35 TRANSPARENCIES PROVIDE TEACHING MATERIALS FOR THE HOME ECONOMICS CLASSES THAT DEAL WITH THE GROWTH AND DEVELOPMENT OF CHILDREN FROM BIRTH TO AGE SIX. GROWTH CHANGES ARE CLASSIFIED AS STAGES OF DEVELOPMENT IN MENTAL, EMOTIONAL, PHYSICAL, AND SOCIAL GROWTH. METHODS OF NURTURING DEVELOPMENT AND OF RESPONDING TO THE CHILD ARE IDENTIFIED. (MU)

VT 100 896
CAREERS IN OFFICE OCCUPATIONS. (TRANSPARENCIES).

CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. OFFICE OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 11P.

DESCRIPTORS - *CAREERS; *OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; *OCCUPATIONAL INFORMATION; *TRANSPARENCIES; OCCUPATIONAL GUIDANCE

ABSTRACT - ELEVEN TRANSPARENCIES ARE PROVIDED TO BE USED IN EXPLORING A VARIETY OF CAREERS IN OFFICE OCCUPATIONS. THEY ARE CLASSIFIED AS ACCOUNTING, CLERICAL, STENOGRAPHIC, KEYPUNCH, AND DATA PROCESSING. A SCRIPT TO ACCOMPANY THE TRANSPARENCIES IS INCLUDED. (MU)

VT 100 897
MILLER, LARRY E.
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS. CURRICULUM MATERIAL FOR AGRICULTURAL SCIENCE AND MECHANICS I & II.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
AQDEX-.10/.40
PUB DATE - 73 100P.

DESCRIPTORS - *AGRICULTURAL ENGINEERING; *AGRICULTURAL EDUCATION; *WORK EXPERIENCE; *WORK EXPERIENCE PROGRAMS; CURRICULUM MATERIALS; *TEACHING GUIDES

ABSTRACT - THESE SIX SETS OF CURRICULUM MATERIALS WHICH PROVIDE GUIDES FOR THE TEACHER'S LESSON PLANS, CONTAIN TEACHING OBJECTIVES, GROUP OBJECTIVES, VISUAL AID SUGGESTIONS, EVALUATIVE QUESTIONS, AND REFERENCES FOR USE BY THE TEACHER OF AGRICULTURAL ENGINEERING. THE UNITS FOCUS ON SIX TOPICS CONCERNED WITH WORK EXPERIENCE PROGRAMS IN AGRICULTURE: (1) THEIR VALUE TO THE AGRICULTURE STUDENT, (2) THE

SELECTION OF A PROGRAM, (3) PROGRAM AGREEMENTS, (4) IMPROVEMENT PROGRAMS AND SUPPLEMENTAL PRACTICES, (5) RECORDKEEPING, AND (6) ANALYSIS OF RECORDS. (MU)

VT 100 898
MILLER, LARRY E.
SELECTED REFERENCES AND AIDS FOR TEACHING ANIMAL SCIENCE TO STUDENTS OF AGRICULTURAL EDUCATION.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DEPT. OF AGRICULTURAL EDUCATION.
VIRGINIA STATE DEPT. OF EDUCATION, RICHMOND. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
AGDEX-400/017
PUB DATE - 73 51P.

DESCRIPTORS - *RESOURCE GUIDES; *RESOURCE MATERIALS; *INSTRUCTIONAL MATERIALS; EDUCATIONAL RESOURCES; INSTRUCTIONAL AIDS; *ANIMAL SCIENCE; *LIVESTOCK

ABSTRACT - THIS RESOURCE GUIDE WAS DESIGNED TO ASSIST TEACHERS IN THE INSTRUCTION OF ANIMAL SCIENCE. IT IS DIVIDED INTO SIX MAJOR AREAS OF CONCERN WITH MATERIALS SEPARATED INTO THE FOUR CATEGORIES: (1) BULLETINS AND CIRCULARS, (2) TEXT BOOKS, (3) FILMS, FILMSTRIPS, AND SLIDES, AND (4) COMMERCIAL MATERIALS. THE AREAS FOR WHICH INSTRUCTIONAL AIDS ARE LISTED INCLUDE: (1) GENERAL ANIMAL SCIENCE, (2) BEEF, (3) DAIRY, (4) POULTRY, (5) SHEEP, AND (6) SWINE. DESCRIPTIVE COMMENTS ARE PROVIDED ON ALL MATERIALS WITH THE EXCEPTION OF TEXTBOOKS. (SN)

VT 100 899
PIESLAK, RAYMOND F.
MAGNETIC TAPE SELECTRIC TYPEWRITER.

MARIE H. KATZENBACH SCHOOL FOR THE DEAF, WEST TRENTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
NEW JERSEY VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, BLDG. 4103-KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($2.50)
PUB DATE - JUL74 136P.

DESCRIPTORS - *OFFICE MACHINES; *OFFICE OCCUPATIONS; *OFFICE OCCUPATIONS EDUCATION; *TYPEWRITING; BUSINESS EDUCATION; BUSINESS SKILLS; TYPISTS
IDENTIFIERS - *IBM MAGNETIC TAPE SELECTRIC TYPEWRITER

ABSTRACT - DESIGNED TO BE USED AS A STUDENT TEXT, THIS MANUAL PROVIDES THE BASIC KNOWLEDGE AND PRACTICAL APPLICATIONS NEEDED FOR EFFICIENT OPERATION OF THE IBM MAGNETIC TAPE SELECTRIC TYPEWRITER. THE 58 LESSONS HAVE BEEN WRITTEN FOR EASY READING AND COMPREHENSION WITH EACH ITEM OF INFORMATION EVENTUALLY LEADING TO A COMPLETE KNOWLEDGE OF THE MACHINE OPERATION. SOME PRACTICE EXERCISES HAVE BEEN INCLUDED BUT IN ADDITION TO THESE, THE IBM MAGNETIC TAPE SELECTRIC TRAINING GUIDE SHOULD BE USED TO PROVIDE A BROADER KNOWLEDGE. THE 58 LESSONS CONTAIN INFORMATION CONCERNING THE KEYBOARD, SELECTOR DIAL, PLAYBACK AND MODE DIAL, BACKSPACE, SKIP BUTTON, RECORDING DASHES, CORRECTING TAPES, EXPANDING A LINE WITH MORE THAN ONE CHARACTER, RECORDING ADDITIONS ON SECOND TAPE, AUTOMATIC SEARCH CODE, AND AUTOMATIC LETTER WRITING AND ADDRESSING ENVELOPES. (AUTHOR/MU)

VT 100 900
KING, GERALD F.
CAREER RELATED MATH UNITS WITH SLIDE PRESENTATION. VOLUME I AND II.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 72 400P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *MATHEMATICS; *PRACTICAL MATHEMATICS; OCCUPATIONAL INFORMATION; *VOCATIONAL EDUCATION; OCCUPATIONAL CLUSTERS; DISADVANTAGED YOUTH; STUDY GUIDES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - TO ENHANCE THE MATHEMATICS CURRICULUM WITH REAL-LIFE CAREER CONCEPTS, THIS GUIDE PRESENTS 14 OCCUPATIONAL CLUSTERS AS VEHICLES FOR STUDYING THE APPLICATION OF MATHEMATICS TO JOBS. A PART OF THE EXPANDED PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS, THE GUIDE, DESIGNED FOR INDIVIDUAL STUDY, INTRODUCES THE OCCUPATIONS IN EACH CLUSTER WITH A STORY SITUATION APPROACH. VOLUME 1 CONTAINS THE STUDENT'S STUDY GUIDE AND A SET OF CAREER UNITS. VOLUME 2, THE TEACHER'S EDUCATION, CONTAINS A LIST OF THE CAREER UNITS WITHIN EACH OCCUPATIONAL CLUSTER, SAMPLE STUDENT RECORD SHEETS, AND ANSWER KEYS TO THE PROBLEMS IN THE STUDENT'S GUIDE. THE CAREER UNITS ARE PACKAGED IN A KIT WITH EACH KIT CONTAINING 10 COPIES OF EVERY UNIT. SLIDE

PRESENTATIONS OF JOBS AVAILABLE LOCALLY FOR EACH CLUSTER ARE RECOMMENDED FOR SCHOOLS USING THE GUIDE, WHICH HAS BEEN ADAPTED FROM A PROJECT OF THE MINNESOTA DEPARTMENT OF EDUCATION. (MU)

VT 100 901
HARWOOD, DAVID, COMP., AND OTHERS
MARKETING & DISTRIBUTION. ORIENTATION HANDBOOK.

HENRICO COUNTY SCHOOL SYSTEM, HIGHLAND SPRINGS, VA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 30P.

DESCRIPTORS - *MANUALS; INSTRUCTIONAL MATERIALS; *GUIDES; *DISTRIBUTIVE EDUCATION; *MARKETING; SECONDARY GRADES; *ORIENTATION MATERIALS

ABSTRACT - THIS HANDBOOK WAS DEVELOPED TO ASSIST HIGH SCHOOL STUDENTS ENROLLED IN DISTRIBUTIVE EDUCATION CLASSES. IT IS INTENDED AS AN INTRODUCTION TO THE FIELD OF MARKETING AND DISTRIBUTION. SPECIFIC CONTENTS INCLUDE: (1) PERFORMANCE GOALS FOR MARKETING I AND II CLASSES, (2) AN OVERVIEW OF THE DISTRIBUTIVE EDUCATION PROGRAM AND THE COOPERATIVE PLAN BY WHICH IT OPERATES, (3) A LISTING OF CAREER OPPORTUNITIES IN MARKETING, (4) AN OUTLINE OF THE CONTENT OF THE SECOND YEAR MARKETING COURSE, (5) GENERAL OBJECTIVES OF DISTRIBUTIVE EDUCATION, (6) RESPONSIBILITIES OF DISTRIBUTIVE EDUCATION STUDENTS, AND (7) A COPY OF THE STUDENT TRAINING AGREEMENT, SOCIAL SECURITY FORM, FIELD TRIP PERMISSION BLANK, WORK PERMIT BLANK, AND STUDENT PROGRESS AND PRODUCTION REPORTS. SUPPLEMENTING THE GUIDE IS INFORMATION ON THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA. (SN)

VT 100 902
TASK SCHEDULING CHECKLIST. PROJECT E/D MODEL. MODEL NUMBERS 1-6.

MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF OCCUPATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 68P.

DESCRIPTORS - CHECK LISTS; *CAREER EDUCATION; *EDUCATIONAL PROGRAMS; *GUIDELINES; *VOCATIONAL EDUCATION; *STATEWIDE PLANNING; ADMINISTRATION
IDENTIFIERS - *MASSACHUSETTS

ABSTRACT - TO HELP BEGINNING PROGRAM DIRECTORS WHO ARE PLANNING AND ORGANIZING CAREER EDUCATION PROGRAMS WITHIN SCHOOL SYSTEMS IN MASSACHUSETTS, THE STATE DEPARTMENT OF EDUCATION SUPPLIES THESE CHECK LISTS TO ASSURE THAT ALL NECESSARY TASKS ARE COMPLETED WITHIN A SCHEDULED TIME. THIS PACKET CONTAINS SIX CHECK LISTS FOR THE FOLLOWING KINDS OF PROGRAMS: (1) OCCUPATIONAL EXPLORATION, (2) MOBILE OCCUPATIONAL, (3) LEASED OCCUPATIONAL FACILITIES, (4) WORLD OF CONSTRUCTION EXPLORATION, (5) COLLABORATIVE OCCUPATIONAL, AND (6) DISCIPLINE RELATED OCCUPATIONAL. AREAS OF CONCERN WITH WHICH THE LISTS DEAL INCLUDE GOALS, ADVISORY COMMITTEES, BUDGETS, STAFF, INVENTORIES, EVALUATIONS, STUDENTS, AND RECORDS. (MU)

VT 100 903
HENDRICKS, DONALD R., COMP.
INDUSTRIAL ARTS EDUCATION MATERIALS AT ELGIN HIGH SCHOOL.

ELGIN HIGH SCHOOL, OREG.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 05APR74 40P.

DESCRIPTORS - INSTRUCTIONAL MATERIALS; *CURRICULUM GUIDES; COURSE CONTENT; *COURSE DESCRIPTIONS; TEACHING GUIDES; SECONDARY GRADES; CURRICULUM; *INDUSTRIAL EDUCATION; *INDUSTRIAL ARTS
IDENTIFIERS - *ELGIN HIGH SCHOOL

ABSTRACT - THIS SET OF MATERIALS DESCRIBES THE REQUIREMENTS AND INSTRUCTIONAL PROGRAM PLAN OF THE ELGIN HIGH SCHOOL INDUSTRIAL ARTS EDUCATION CURRICULUM. INCLUDED ARE: (1) A LIST OF THE GRADUATION REQUIREMENTS, (2) THE HISTORY OF THE COURSE'S CONCEPTION AND DEVELOPMENT PROCESS, (3) A DESCRIPTION OF THE CONTENT AND OPERATIONAL PROCEDURES, AND (4) SAMPLE TEACHING PACKAGES, COMPLETE WITH TEACHING INSTRUCTIONS AND ILLUSTRATIONS. (SN)

VT 100 904
HOW TO PAY FOR YOUR HEALTH CAREER EDUCATION. A GUIDE FOR MINORITY STUDENTS.

HEALTH RESOURCES ADMINISTRATION (DHEW/PHS), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
DHEW-PUB-(HRA)-74-8
PUB DATE - ND 11P.

DESCRIPTORS - *MANUALS; MEDICAL EDUCATION; *HEALTH OCCUPATIONS EDUCATION; *FINANCIAL SUPPORT; *MINORITY GROUPS; HEALTH OCCUPATIONS

ABSTRACT - THIS GUIDE CAN SERVE AS A HANDBOOK FOR TEACHERS, COUNSELORS, AND STUDENTS SEEKING INFORMATION ON METHODS AND SOURCES OF FINANCIAL AID IN PURSUING A

HEALTH OCCUPATIONS CAREER. IT IS DIRECTED TOWARD MINORITY GROUPS AND OUTLINES FOR THEM THE NEED FOR MINORITIES IN MEDICINE AND THE COSTS OF SCHOOLING IN 2-YEAR AND 4-YEAR PROGRAMS AND IN GRADUATE COLLEGES OF MEDICINE AND DENTISTRY. METHODS OF SEEKING HELP FOR FINANCING THE REQUIRED EDUCATION ARE SUGGESTED AND A DIRECTORY OF PUBLISHERS AND ORGANIZATIONS THAT CAN HELP IS INCLUDED. FEDERAL PROGRAMS OF AID, PRIVATE SOURCES, AND SCHOLARSHIPS ARE DESCRIBED. (MU)

VT 100 905
CAREER DEVELOPMENT PROGRAM.

COBB COUNTY PUBLIC SCHOOLS,
MARIETTA, GA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 70P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *UNITS OF STUDY (SUBJECT FIELDS); UNIT PLAN; ELEMENTARY GRADES; INTERMEDIATE GRADES

ABSTRACT - THIS PACKET CONSISTS OF INSTRUCTIONAL UNITS DESIGNED FOR USE IN THE CAREER DEVELOPMENT PROGRAM INSTITUTED IN THE COBB COUNTY PUBLIC SCHOOLS OF GEORGIA. THE UNITS ARE INTENDED TO FACILITATE INSTRUCTION IN GRADES THREE, SIX, AND EIGHT. COVERED ARE THE AREAS OF DENTISTRY, ROAD BUILDING, AND GEOMETRY IN THE BUILDING INDUSTRY. SPECIFIC CONTENTS INCLUDE: (1) AN INTRODUCTION, (2) NOTES TO THE TEACHER, (3) GOALS, OBJECTIVES, AND CONCEPTS, (4) SUBJECT MATTER, (5) OCCUPATIONAL INFORMATION AND CAREER LISTINGS, (6) EVALUATION CRITERIA, (7) AUDIO-VISUAL AND RESOURCE MATERIALS, AND (8) A CHILDREN'S BIBLIOGRAPHY. (SN)

VT 100 906
CAREER PREPARATION IN AGRICULTURAL PRODUCTION. A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.

OHIO STATE UNIV., COLUMBUS. OHIO CAREER EDUCATION AND CURRICULUM MANAGEMENT LAB. IN AGRICULTURAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 703P.

DESCRIPTORS - *CURRICULUM GUIDES; TEACHING GUIDES; *CURRICULUM; UNITS OF STUDY (SUBJECT FIELDS); CURRICULUM RESEARCH; *VOCATIONAL AGRICULTURE; *VOCATIONAL EDUCATION; SECONDARY GRADES; *AGRICULTURAL PRODUCTION

ABSTRACT - THIS EXPERIMENTAL CURRICULUM GUIDE IS THE OUTCOME OF A PROJECT EFFORT CONDUCTED UNDER THE DIRECTION OF THE CAREER EDUCATION AND CURRICULUM MANAGEMENT LABORATORY AT THE OHIO STATE UNIVERSITY. ONE OF TEN GUIDES DEVELOPED, THIS PUBLICATION WAS DESIGNED TO FACILITATE INSTRUCTION IN THE AREA OF AGRICULTURAL PRODUCTION AT THE HIGH SCHOOL LEVEL. INCLUDED IN THE GUIDE ARE FIVE INSTRUCTIONAL UNITS, COMPLETE WITH UNIT CONCEPTS, PERFORMANCE OBJECTIVES, STUDENT LEARNING ACTIVITIES, SUGGESTED STUDENT EVALUATION PROCEDURES, INSTRUCTIONAL MATERIALS LISTINGS, AND A LIST OF SUPPORTING REFERENCES. SPECIFIC AREAS COVERED IN THE UNITS ARE: (1) UNITS GENERAL TO THE AGRICULTURAL PRODUCTION AREAS, (2) ANIMAL SCIENCE, (3) PLANT SCIENCE, (4) AGRICULTURAL MECHANICS, AND (5) FARM BUSINESS MANAGEMENT. (SN)

VT 100 907
ORIENTATION TO HEALTH OCCUPATIONS. CURRICULUM GUIDE. PHASES I, II, AND III. CAREER EDUCATION.

NEVADA UNIV., RENO. COLL. OF EDUCATION.; NEVADA STATE DEPT. OF EDUCATION, CARSON CITY. DIV. OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-70-4782(361)
PUB DATE - 73 300P.

DESCRIPTORS - *CAREER EDUCATION; *CURRICULUM GUIDES; *INTEGRATED CURRICULUM; *HEALTH OCCUPATIONS; *OCCUPATIONAL INFORMATION; LEARNING ACTIVITIES
IDENTIFIERS - NEVADA; *PROJECT SAVE

ABSTRACT - THESE CURRICULUM MATERIALS RESULTED FROM PROJECT SAVE, A PROGRAM DESIGNED TO INTRODUCE ELEMENTS OF CAREER EDUCATION INTO THE WASHOE COUNTY SCHOOLS IN NEVADA. THREE CURRICULUM GUIDES FOR ORIENTATION, BEGINNING AND ADVANCED SKILLS IN HEALTH OCCUPATIONS AND ONE GUIDE FOR INTEGRATING OCCUPATIONAL INFORMATION INTO CURRENT CURRICULUM ARE INCLUDED. THE HEALTH OCCUPATIONS GUIDES CONTAIN LESSONS ON ORIENTATION TO THE WORK AND THE WORKERS, COMMUNICATION SKILLS, MEDICAL TERMINOLOGY, ANATOMY AND PHYSIOLOGY, AND SKILLS FOR NURSES, DENTAL ASSISTANTS, MEDICAL ASSISTANTS, AND WARD CLERKS. THE ACTIVITIES MANUAL SUPPLIES LEARNING EXPERIENCES FOR USE IN INTEGRATING CAREER EDUCATION CONCEPTS INTO A

SECONDARY CURRICULUM OF ARTS, INDUSTRIAL ARTS, HEALTH SCIENCE, MUSIC, NEVADA HISTORY, PHYSICAL EDUCATION, SCIENCE, SOCIAL STUDIES, AND OCCUPATIONAL PLANNING. A REPORT OF THE PROGRAM WHICH GENERATED THESE MATERIALS IS AVAILABLE AS VT 100 982 IN THIS ISSUE. (MU)

VT 100 908
KINCHEN, PAULETTE W.
A GUIDE TO THE PREPARATION OF A STUDIES IN MARKETING MANUAL.

SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. DISTRIBUTIVE EDUCATION SECTION CLEMSON UNIV., S.C. VOCATIONAL EDUCATION MEDIA CENTER.
MF AVAILABLE IN VT-ERIC SET.
STATE DEPT. OF EDUCATION, OFFICE OF VOCATIONAL EDUCATION, DISTRIBUTIVE EDUCATION SECTION, COLUMBIA, S.C. 29201
PUB DATE - 72 60P.

DESCRIPTORS - *STUDENT PROJECTS; *DISTRIBUTIVE EDUCATION; *GUIDES; *PROJECT TRAINING METHODS; RESEARCH PROJECTS; *STUDENT RESEARCH
IDENTIFIERS - *DISTRIBUTIVE EDUCATION CLUBS OF AMERICA; DECA

ABSTRACT - THIS GUIDE IS FOR THE USE OF DISTRIBUTIVE EDUCATION TEACHERS WHO ARE PLANNING TO USE STUDENT MARKETING RESEARCH STUDIES AS A TEACHING METHOD IN THEIR CLASSES. SINCE ALL SUCH RESEARCH STUDIES IN DISTRIBUTIVE EDUCATION ARE JUDGED BY NATIONAL DECA STANDARDS, THE DECA HANDBOOK IS USED AS THE ORIGINAL GUIDE FOR THIS BROCHURE. PROCEDURES FOR MEETING THE STANDARDS ARE ORGANIZED IN THE FOLLOWING MANNER: (1) ORIENTATION, (2) THE ADVISORY COMMITTEE, (3) THE METHOD OF THE STUDY, (4) DATA COLLECTION, (5) DATA PROCESSING, (6) DOCUMENTATION, AND (7) EXAMPLES OF STUDIES IN VARIOUS ECONOMIC AREAS. A COMPLETE STUDY IS REPRODUCED AND INCLUDED HERE. (MU)

VT 100 909
RIO, JOHN J.
EXPLORATORY MACHINE SHOP. A TEACHERS MANUAL.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS-THE STATE UNIVERSITY, BLDG. 4103-KILMER CAMPUS, NEW BRUNSWICK, N.J.
PUB DATE - MAY73 67P.

DESCRIPTORS - MANUALS; *TEACHING GUIDES; GUIDES; *MACHINE TOOLS; *TRADE AND INDUSTRIAL EDUCATION; GRADE 9; *SCHOOL SHOPS

ABSTRACT - THIS TEACHER'S MANUAL WAS DESIGNED TO ASSIST IN THE FACILITATION OF INSTRUCTION IN A NINTH GRADE EXPLORATORY MACHINE SHOP COURSE. A COMPANION TO THE TEXTBOOK, "MACHINE TOOL OPERATION, PART ONE," THE GUIDE FOCUSES ON PROVIDING STUDENTS WITH THEORY AS WELL AS PRACTICAL EXPERIENCES IN THE USE OF BASIC TOOLS OF THE MACHINIST TRADE. SPECIFIC CONTENTS INCLUDE: (1) AN INTRODUCTION, (2) A PROGRAM PHILOSOPHY, (3) THE COURSE OBJECTIVES, (4) A COURSE DESCRIPTION, AND (5) A TOTAL OF 11 INSTRUCTIONAL UNITS COMPLETE WITH DIRECTIONS FOR IMPLEMENTATION. IN ADDITION, A GENERAL SAFETY TEST TO BE GIVEN TO PARTICIPATING STUDENTS IS PROVIDED. (SN)

VT 100 910
GREEN, WILLIAM E.
INTRODUCTION TO BOILER OPERATION. A FIRST-YEAR TEXT.

CAMDEN COUNTY VOCATIONAL AND TECHNICAL SCHOOL, SICKLERVILLE, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
N.J. VOC-TECH CURRICULUM LAB., RUTGERS UNIVERSITY, BLDG. 4103 - KILMER CAMPUS, NEW BRUNSWICK, N.J. 08903. ($2.00 PLUS POSTAGE)
PUB DATE - JUL73 87P.

DESCRIPTORS - *FLUID POWER EDUCATION; *OPERATING ENGINEERING; *POWER MECHANICS; *SHOP CURRICULUM; *STUDY GUIDES; EQUIPMENT UTILIZATION; SECONDARY GRADES
IDENTIFIERS - *BOILERMEN

ABSTRACT - THIS MANUAL DEALS WITH BASIC BOILERROOM PIPING, VALVES, BOILER PARTS AND ATTACHMENTS, METERS, GAUGES, WATER TREATMENT, FUELS, AND COMBUSTION. THE INFORMATION WILL ENABLE THE BEGINNING STUDENT TO GAIN A WORKING KNOWLEDGE OF HOW A BOILER ROOM FUNCTIONS. UNITS INCLUDE ASSIGNMENTS AND QUESTIONS IN EACH LESSON AREA. (MF)

VT 100 911
VALIMONT, JAMES E.
PNEUMATIC PROCESS-CONTROL INSTRUMENTATION. A TEACHERS GUIDE.

SALEM COUNTY COMMUNITY COLL., PENNS GROVE, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
N.J. VOC-TECH CURRICULUM LAB., RUTGERS UNIV., BLDG. 4103 - KILMER CAMPUS, NEW BRUNSWICK, N.J. 08903.

($2.00 PLUS POSTAGE)
PUB DATE - JUL73 47P.

DESCRIPTORS - *INSTRUMENTATION; *POWER MECHANICS; *TEACHING GUIDES; AIR FLOW; FEEDBACK; POST SECONDARY EDUCATION; PRESSURE

ABSTRACT - THIS MANUAL IS FOR CLASSROOM USE BY AN INSTRUCTOR, ALONG WITH A SET OF LINE DRAWINGS TO BE USED AS TRANSPARENCIES TO SIMPLIFY THE UNDERSTANDING OF PNEUMATIC INSTRUMENTS AND PROCESS CONTROL. THE DRAWINGS CORRESPOND TO THE TEXT AND MAY BE USED TO SHOW SEVERAL COMPLETE SYSTEMS OR TO ANALYZE THE ELEMENTS WITHIN A SYSTEM. SECTION I CONTAINS BASIC DEFINITIONS AND DESCRIBES CONTROL-LOOP SYSTEMS. SECTION II PRESENTS AN ANALYSIS OF MECHANICAL PNEUMATIC INSTRUMENTS. SECTION III DESCRIBES ASSOCIATED INSTRUMENT ACCESSORIES AND TYPES OF FINAL CONTROL ELEMENTS. A GLOSSARY OF PNEUMATIC-INSTRUMENTATION TERMS AND DRAWINGS IS APPENDED. (MF)

VT 100 912
GREEN, CHARLES
BUILDING CONSTRUCTION: RELATED DRAWING. TEACHERS GUIDE: BEHAVIORAL OBJECTIVES, INDIVIDUALIZED CURRICULUM.

WARREN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, WASHINGTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
N.J. VOC-TECH CURRICULUM LABORATORY, RUTGERS UNIVERSITY, BLDG. 4103 - KILMER CAMPUS, NEW BRUNSWICK, N.J. 08903. ($1.00 PLUS POSTAGE)
PUB DATE - SEP73 20P.

DESCRIPTORS - *BLUEPRINTS; *BUILDING DESIGN; *CONSTRUCTION (PROCESS); *DRAFTING; *TEACHING GUIDES; CURRICULUM GUIDES; SECONDARY GRADES

ABSTRACT - THIS COURSE OUTLINE IS DESIGNED TO PREPARE A STUDENT TO READ BLUEPRINTS AND TO LEARN THE TECHNIQUES REQUIRED TO MAKE A SKETCH, CAPABILITIES NEEDED IN THE FIELD OF BUILDING CONSTRUCTION. THE OUTLINE IS PLANNED TO ALLOW THE STUDENT TO WORK AT HIS OWN RATE, WITH THE INSTRUCTOR PRESENT AS A SOURCE OF INFORMATION AND GUIDANCE. FOR EACH UNIT, SUGGESTED TEACHING ALTERNATIVES AND REFERENCES ARE PROVIDED. (MF)

VT 100 913
HINEK, FRANK
BUILDING CONSTRUCTION: RELATED SCIENCE. TEACHERS GUIDE: BEHAVIORAL OBJECTIVES, INDIVIDUALIZED CURRICULUM.

WARREN COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL, WASHINGTON, N.J.
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
N.J. VOC-TECH CURRICULUM LAB., BLDG. 4103 - KILMER CAMPUS, RUTGERS UNIV., NEW BRUNSWICK, N.J. 08903 ($1.00)
PUB DATE - APR73 18P.

DESCRIPTORS - *BUILDING MATERIALS; *CONSTRUCTION (PROCESS); *SCIENCE ACTIVITIES; *SHOP CURRICULUM; *TEACHING GUIDES; LABORATORY PROCEDURES; SECONDARY GRADES

ABSTRACT - THIS OUTLINE IS ONE OF A SERIES IN THE BUILDING CONSTRUCTION PROGRAM AND IS INTENDED TO INFORM THE STUDENT AS TO WHY THINGS HE USES IN HIS FIELD WORK THE WAY THEY DO AND TO ANTICIPATE HOW THEY WILL WORK IN ACTUAL PRACTICE. UPON COMPLETION OF THE COURSE THE STUDENT WILL KNOW THE PROPERTIES AND CHARACTERISTICS OF DIFFERENT MATERIALS USED IN THE BUILDING TRADE, KNOW THE SAFE USE OF VARIOUS DANGEROUS AND TOXIC CHEMICALS USED IN THE TRADE, UNDERSTAND THE PRINCIPLES OF PERFORMANCE IN THE FIELD, AND EXERCISE ACCEPTABLE ATTITUDES AND WORK ETHICS. THE COURSE IS CORE-ORIENTED, WITH EMPHASIS ON DOING. THE FIRST TWO COURSE UNITS ORIENT THE STUDENT TO THE FACILITIES AND ACQUAINT HIM WITH PROCEDURES. THE REMAINING 15 UNITS INVOLVE LABORATORY ASSIGNMENTS. (MF)

VT 100 914
CHAMBERS, ROBERT N.
BLUEPRINT READING AND SKETCHING FOR GLASS TECHNOLOGY.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS-THE STATE UNIVERSITY, BLDG. 4103-KILMER CAMPUS, NEW BRUNSWICK, N.J.
PUB DATE - SEP73 112P.

DESCRIPTORS - *GEOMETRY; *TECHNICAL EDUCATION; *BLUEPRINTS; *INDUSTRIAL TECHNOLOGY; *GLASS; DESIGN; COMMUNITY COLLEGES; TECHNICAL INSTITUTES; ENGINEERING TECHNICIANS; MECHANICAL DESIGN TECHNICIANS

ABSTRACT - THIS MANUAL FOR CLASSES IN COMMUNITY COLLEGES AND TECHNICAL INSTITUTES IS DESIGNED FOR THE GLASS STUDENT WHO HAS HAD LITTLE OR NO EXPERIENCE IN READING OR INTERPRETING MECHANICAL GLASS BLUEPRINTS AND SKETCHES. THE

COURSE OBJECTIVES ARE A BASIC UNDERSTANDING OF APPLIED GEOMETRY AND ORTHOGRAPHIC PROJECTION; A SKILL IN ORTHOGRAPHIC, ISOMETRIC, AND OBLIQUE SKETCHING AND DRAWING; AND THE GLASS TERMINOLOGY AND SHOP PRACTICES THAT WILL TEST THE STUDENT'S ABILITY TO READ AND UNDERSTAND GLASS SHOP DRAWINGS. TOPICS COVERED IN THE MANUAL INCLUDE: (1) FUNDAMENTALS OF SKETCHING, (2) SKETCHING TECHNIQUES AND GEOMETRIC FORM, (3) DIMENSIONING, (4) ORTHOGRAPHIC SKETCHING, (5) OBLIQUE SKETCHING, AND (6) ISOMETRIC SKETCHING. NUMEROUS WORKING DIAGRAMS, WORK SHEETS, AND ASSIGNMENTS ARE INCLUDED. THE APPENDIX CONTAINS 18 TABLES AND DRAWINGS. (AUTHOR/MU)

VT 100 915
BOOKS FOR LICENSED PRACTICAL NURSING PROGRAMS.

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK, N.D.
PUB DATE - ND 6P.

DESCRIPTORS - *BOOKS; *REFERENCE MATERIALS; PUBLICATIONS; RESOURCE MATERIALS; *PRACTICAL NURSING; *NURSING; *HEALTH BOOKS

ABSTRACT - ENTERED IN THIS DOCUMENT ARE THE NAMES OF SOME 117 PUBLICATIONS ON NURSING AND HEALTH CARE. BASICALLY DESIGNED TO PROVIDE A READY REFERENCE OF SOURCES APPROPRIATE FOR USE IN PROGRAMS DEVELOPED TO TRAIN LICENSED PRACTICAL NURSES, THE GUIDE LISTS THE BOOKS IN ALPHABETICAL ORDER BY AUTHOR OR PUBLISHING COMPANY. (SN)

VT 100 916
BOOKS FOR AUTOMOBILE MECHANICS PROGRAMS.

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK, N.D.
PUB DATE - ND 4P.

DESCRIPTORS - *REFERENCE MATERIALS; *BOOKS; *PUBLICATIONS; *AUTO MECHANICS; TRADE AND INDUSTRIAL EDUCATION; *RESOURCE MATERIALS

ABSTRACT - THIS PUBLICATION CONTAINS A COMPREHENSIVE LISTING OF REFERENCES SOURCES WHICH MAY BE USED IN AUTOMOTIVE MECHANICS PROGRAMS. ENTERED ARE A TOTAL OF 72 BOOKS ON THE SUBJECT, ALL OF WHICH ARE LISTED IN ALPHABETICAL ORDER BY AUTHOR OR PUBLISHERS. (SN)

VT 100 917
MANKIW, DOROTHY S., AND OTHERS
BEAUTY CULTURE 1. TEACHERS GUIDE.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
00
VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS-THE STATE UNIVERSITY, BLDG. 4103-KILMER CAMPUS, NEW BRUNSWICK, N.J.
PUB DATE - JUN73 501P.

DESCRIPTORS - *COSMETOLOGY; *COSMETOLOGISTS; *TRADE AND INDUSTRIAL EDUCATION; *SERVICE OCCUPATIONS; *SECONDARY GRADES; HYGIENE; MANUALS

ABSTRACT - DESIGNED FOR THE FIRST SEMESTER OF A 270 HOUR 4-SEMESTER COURSE OF STUDY IN COSMETOLOGY IN HIGH SCHOOLS, THIS COURSE OUTLINE IS INTENDED TO BE A COMPLETE GUIDE FOR THE TEACHER. IT CONTAINS LESSON PLANS, STUDENT ACTIVITIES, AND QUIZZES. A SUGGESTED WEEKLY PLAN BOOK COMBINES THEORY CLASSES, LABORATORY PRACTICE AND TESTS, 39 HANDOUT SHEETS, 107 TRANSPARENCY MASTERS, AND 17 TESTS AND ANSWER KEYS. A TOPICAL OUTLINE COVERS THE SHOP AND THE COSMETOLOGIST, STERILIZATION PRACTICES, SCALP AND HAIR APPLICATIONS, SHAMPOOING, HAIRSTYLING, MANICURING, AND HAIR PRESSING AND IRON CURLING. (AUTHOR/MU)

VT 100 918
CONSUMER EDUCATION LEARNING PACKETS FOR THE MIDDLE SCHOOL.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON. HOME ECONOMICS AND CONSUMER EDUCATION UNIT.
MF AVAILABLE IN VT-ERIC SET.
CURRICULUM LABORATORY, RUTGERS-THE STATE UNIVERSITY, BLDG. 4103-KILMER CAMPUS, NEW BRUNSWICK, N.J.
PUB DATE - JUN73 50P.

DESCRIPTORS - *INSTRUCTIONAL MATERIALS; *PROGRAMED MATERIALS; INTERMEDIATE GRADES; *MIDDLE SCHOOLS; *CONSUMER EDUCATION; HOME ECONOMICS; EDUCATIONAL RESOURCES
IDENTIFIERS - *LEARNING PACKETS

ABSTRACT - DESIGNED AS A RESOURCE FOR HOME ECONOMICS TEACHERS IN MIDDLE SCHOOL PROGRAMS, THESE LEARNING PACKETS WERE DEVELOPED PRIMARILY TO ASSIST IN THE TEACHING OF CONSUMER EDUCATION. PRESENTED IN PRINTED FORM, THE

MATERIALS PROVIDED MAY BE ALTERED OR TRANSFERRED TO OTHER RESOURCE MODES AT THE DISCRETION OF THE TEACHER USING THE MATERIALS. EACH UNIT INCLUDED IN THE PACKETS CONTAINS THE MAJOR CONCEPTS AND BEHAVIORAL OBJECTIVES TO BE ATTAINED AND/OR DEVELOPED, AS WELL AS A VOCABULARY LIST AND SET OF ACTIVITIES TO BE CARRIED OUT IN THE INSTRUCTIONAL PROCESS. SPECIFIC PACKET TITLES INCLUDE: (1) THE USE OF MONEY, (2) WHAT MAKES US BUY, (3) SMART SHOPPING, AND (4) BUYING AT THE SUPERMARKET. (SN)

VT 100 919
BYRN, DELMONT K.
CAREER DECISIONS.

NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, WASHINGTON, D.C.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, 1607 NEW HAMPSHIRE AVE. N.W., WASHINGTON, D.C. 20009 ($.50)
PUB DATE - 69 32P.

DESCRIPTORS - *CAREER PLANNING; *OCCUPATIONAL CHOICE; *VOCATIONAL INTERESTS; *SELF CONCEPT; TEENAGERS; WORK ATTITUDES; VOCATIONAL APTITUDE; EMPLOYMENT; FUTURES (OF SOCIETY); PAMPHLETS

ABSTRACT - DIRECTED TO TEENAGERS, THIS PAMPHLET DESCRIBES THE FUTURE THEY CAN EXPECT IN THEIR WAGE-EARNING YEARS, PLACING EMPHASIS ON THE CHANGES THAT MAKE NECESSARY THEIR CAREFUL PLANS FOR CAREERS IN ORDER TO ACHIEVE A DESIRABLE LIFE. AN UNDERSTANDING OF ONE'S ABILITIES, PERSONALITY, INTERESTS, VALUES, STANDARDS, SCHOOL ACHIEVEMENT, AND CREDENTIALS FOR WORK ARE SHOWN AS VITAL FACTORS IN THE STUDENT'S SELF CONCEPT IN EMERGING ADULTHOOD. A DESCRIPTION OF THE WORKING WORLD CONTAINS EMPLOYMENT AND LABOR STATISTICS, WORKING CONDITIONS, AND OCCUPATIONAL OUTLOOK. (MU)

INSTRUCTIONAL MATERIALS SUBJECT INDEX

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WORLD OF AGRI-BUSINESS AND NATURAL RESOURCES. K-6. TEACHER'S GUIDE.
VT 100 871 749
KNOW YOUR TRAINING STATION.

AGRICULTURAL EDUCATION
VT 100 825 735
CAREER PREPARATION IN AGRICULTURAL PRODUCTS (FOOD PROCESSING). A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.
VT 100 827 736
CAREER PREPARATION IN FORESTRY: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.
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CAREER PREPARATION IN AGRICULTURAL EQUIPMENT AND MECHANICS: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE. TEST EDITION.
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CAREER PREPARATION IN ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR HIGH SCHOOL VOCATIONAL AGRICULTURE.
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A CAREER DEVELOPMENT PROGRAM IN AGRICULTURAL OCCUPATIONS FOR ADVANTAGED AND LESS ADVANTAGED RURAL YOUTH.
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AGRICULTURAL ENGINEERING
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VT 100 897 756
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS. CURRICULUM MATERIAL FOR AGRICULTURAL SCIENCE AND MECHANICS I & II.

AGRICULTURAL MACHINERY OCCUPATIONS
VT 100 828 736
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MODEL OFFICE SIMULATION. PILOT PROJECT.

TWIN LAKES VOCATIONAL TECHNICAL SCHOOL, HARRISON, ARK.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 17P.

DESCRIPTORS - *PILOT PROJECTS; *SIMULATION; *TEACHING TECHNIQUES; SIMULATED ENVIRONMENT; *OFFICE PRACTICE; BUSINESS EDUCATION; BUSINESS SUBJECTS; *OFFICE OCCUPATIONS EDUCATION; ADULT VOCATIONAL EDUCATION; VOCATIONAL EDUCATION

ABSTRACT - THIS DOCUMENT HIGHLIGHTS THE OPERATIONAL PROCEDURES AND FINDINGS OF A MODEL OFFICE SIMULATION PROJECT. THE PRIMARY OBJECTIVE OF THE PROJECT WAS TO DEMONSTRATE THE ADVANTAGES OF A MODEL OFFICE SIMULATION LEARNING SITUATION OVER THE LECTURE METHOD FOR TEACHING ADULTS VOCATIONAL OFFICE SKILLS. REVEALED IN THE STUDY WAS THE FACT THAT A PROGRAM IN OFFICE SIMULATION CAN EFFECTIVELY PRODUCE BETTER QUALIFIED POTENTIAL OFFICE EMPLOYEES THAN A CLASSROOM LECTURE TYPE OF TRAINING. RECOMMENDATIONS, LISTINGS OF EQUIPMENT AND MATERIALS NEEDED, SAMPLE EVALUATION FORMS, AND COPIES OF JOB DESCRIPTION SHEETS USED IN THE SIMULATION ARE INCLUDED. (SN)

VT 100 921
WOHLFEIL, LOIS
EVALUATION OF CABLE TV AS A DELIVERY SYSTEM FOR VOCATIONAL AND ADULT EDUCATION. FINAL REPORT.

WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 50P.

DESCRIPTORS - RESEARCH; *OPERATIONS RESEARCH; *EVALUATION; *CABLE TELEVISION; *DELIVERY SYSTEMS; INFORMATION DISSEMINATION; *ADULT EDUCATION; ADULTS; ADULT PROGRAMS

ABSTRACT - UTILIZED IN THIS STUDY TO DETERMINE THE IMPACT OF THIRTEEN HALF-HOUR CABLE TELEVISION PROGRAMS CALLED "LEARNING NEVER ENDS" WAS A SURVEY WHICH RANDOMLY SAMPLED THE REACTIONS AND INTERESTS OF 400 OF THE 1600 CABLE TELEVISION SUBSCRIBERS IN WISCONSIN. THE PROGRAMS WERE DIRECTED TO ADULT AUDIENCES. UTILIZING A TOTAL OF 35.5 PERCENT OF THE RESPONSES OF THE SAMPLED POPULATION, THE FOLLOWING CONCLUSIONS WERE REACHED: (1) MORE THAN ONE AIRING OF THE SHOW ON A WEEKLY BASIS WOULD BE MORE BENEFICIAL TO THE VIEWING AUDIENCE, (2) THE PROGRAM CONTENT SHOULD APPEAL TO THE LARGEST NUMBER OF VIEWERS AND SHOULD BE CONCENTRATED IN THE AREAS OF CONSUMER INFORMATION, FOOD PREPARATION, AND CLOTHING CONSTRUCTION, AND (3) TELEVISION PROGRAMING COULD BE AN EXTENSION OF VOCATIONAL SCHOOL CLASSES. (SN)

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PERRY, DALLIS K.
ADMINISTRATION OF EDUCATIONAL AND VOCATIONAL GUIDANCE TESTS IN MINNESOTA SCHOOLS. FINAL REPORT.

MINNESOTA UNIV., MINNEAPOLIS. BUREAU OF STUDENT COUNSELING.
MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
R-5-C-73
PUB DATE - 73 65P.

DESCRIPTORS - RESEARCH; *EDUCATIONAL TESTING; TESTING; *VOCATIONAL EDUCATION; *SECONDARY SCHOOL STUDENTS; *VOCATIONAL INTERESTS; OCCUPATIONAL GUIDANCE; INTEREST TESTS; APTITUDE TESTS
IDENTIFIERS - *MINNESOTA

ABSTRACT - SUMMARIZED IN THIS DOCUMENT ARE THE PROCEDURES AND OUTCOMES OF A TESTING ADMINISTRATION STUDY CONDUCTED IN MINNESOTA SCHOOLS DURING THE PERIOD OF JULY 1, 1972 THROUGH JUNE 30, 1973. THE OBJECTIVES OF THE INVESTIGATION WERE TWO-FOLD: (1) TO MAKE APTITUDE AND INTEREST MEASURES AVAILABLE TO MINNESOTA HIGH SCHOOL STUDENTS INTERESTED IN VOCATIONAL TRAINING BY STANDARDIZING THE SCORES WITH RESPECT TO TRAINING PROGRAMS AND (2) TO PROVIDE STUDENT PLANS AND BACKGROUND DATA FOR USE IN PLANNING VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS WITHIN THE STATE. FOREMOST AMONG THE ACCOMPLISHMENTS WERE THE FOLLOWING: (1) INTEREST TEST NORMS WERE PREPARED FOR 24 AREA VOCATIONAL AND TECHNICAL INSTITUTE (AVTI) TRAINING GROUPS, AND APTITUDE TEST NORMS WERE DEVELOPED FOR 15, (2) A REFERENCE MANUAL CONTAINING THE NORMS AND INSTRUCTIONS FOR THEIR USE WAS PREPARED, AND INDIVIDUAL STUDENT SCORE REPORTS DEVELOPED, AND (3) TESTS WERE ADMINISTERED TO 4,355 STUDENTS IN 110 HIGH SCHOOLS. (AUTHOR/SN)

VT 100 923

SIXTH ANNUAL REPORT ON THE OCCUPATIONS, JOB STATUS AND ETHNIC CHARACTERISTICS OF EMPLOYEES IN NEW YORK STATE AGENCIES.

NEW YORK STATE DEPT. OF CIVIL SERVICE, ALBANY.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 72 104P.

DESCRIPTORS - *OCCUPATIONAL SURVEYS; *STATE SURVEYS; *ETHNIC STUDIES; *EMPLOYMENT PATTERNS; *STATE AGENCIES; EMPLOYMENT STATISTICS; EMPLOYMENT PRACTICES; EMPLOYMENT TRENDS; GOVERNMENT EMPLOYEES
IDENTIFIERS - NEW YORK

ABSTRACT - THIS REPORT PRESENTS THE RESULTS OF THE SIXTH ANNUAL ETHNIC SURVEY CONDUCTED BY THE NEW YORK STATE DEPARTMENT OF CIVIL SERVICE UNDER THE MANDATE OF THE GOVERNOR. COMPARED ARE THE DATA COLLECTED IN LATE 1972 AND THAT GATHERED IN THE YEARS, 1967, 1970, AND 1971. VARIABLES UPON WHICH DATA WERE OBTAINED WERE DISTRIBUTION BY AGENCY, ETHNIC GROUP, SEX, OCCUPATIONAL CATEGORY, SALARY RANGE, JURISDICTIONAL CLASSIFICATION, AND LOCATION. (AUTHOR/SN)

VT 100 924

TUCHSCHERER, JERRY
CAREER AWARENESS EXEMPLARY PROJECT. AN INTERIM PROGRAM REPORT.

DICKINSON AREA VOCATIONAL HIGH SCHOOL, N. DAK.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - DEC72 48P.

DESCRIPTORS - *CAREER CHOICE; *AREA VOCATIONAL SCHOOLS; *CAREER PLANNING; *OCCUPATIONAL INFORMATION; SECONDARY GRADES; *PROGRAM DESCRIPTIONS
IDENTIFIERS - CAREER AWARENESS; *DICKINSON AREA VOCATIONAL HIGH SCHOOL

ABSTRACT - THIS REPORT DESCRIBES A PROGRAM AT DICKINSON AREA VOCATIONAL HIGH SCHOOL IN NORTH DAKOTA, DESIGNED TO HELP STUDENTS UNDERSTAND THE WORLD OF WORK AND TO MAKE WISE CAREER CHOICES. THE CAREER AWARENESS COURSE IS OFFERED TO ALL GRADE 10 STUDENTS FOR A 9-WEEK CLASS THAT MEETS FOR 45 SESSIONS. THE COURSE IS DESCRIBED WEEK-BY-WEEK IN NARRATIVE FORM BY CONTENT, OBJECTIVES, AND RESOURCES. AN APPENDIX CONTAINS PROMOTIONAL MATERIALS, LETTERS TO PARENTS, RESOURCE MATERIALS, SCHEDULES, AND APPLICATION FORMS FOR USE IN CONDUCTING THE CLASS. A FIRST YEAR ADDITION TO THE REPORT IS BOUND INTO THE DOCUMENT WITH A FINAL SYNOPSIS AND RECOMMENDATIONS. (MU)

VT 100 925

AMBERSON, MAX L., AND OTHERS
A STUDY TO DETERMINE COMPETENCIES NEEDED BY EMPLOYEES ENTERING AGRICULTURAL PRODUCTION OCCUPATIONS.

MONTANA STATE UNIV., BOZEMAN. MONTANA AGRICULTURAL EXPERIMENT STATION.
MONTANA STATE DEPT. OF PUBLIC INSTRUCTION, HELENA. DIV. OF VOCATIONAL AND OCCUPATIONAL SKILLS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 95P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *VOCATIONAL AGRICULTURE; *ENTRY WORKERS; *AGRICULTURAL SKILLS; AGRICULTURAL RESEARCH PROJECTS; AGRICULTURAL PERSONNEL; CURRICULUM RESEARCH; *AGRICULTURAL PRODUCTION
IDENTIFIERS - *MONTANA

ABSTRACT - TO OBTAIN INFORMATION FOR IDENTIFYING KNOWLEDGE, SKILLS, AND ATTITUDES NEEDED BY EMPLOYEES IN AGRICULTURAL PRODUCTION IN MONTANA, THIS RESEARCH STUDY SAMPLED 177 PRODUCERS IN THE STATE, RECEIVING 134 RETURNS WHICH WERE USED AS RESPONDENTS FOR THE STUDY. COMPETENCY STATEMENTS WERE COMPILED, REFINED, CODED, AND REVIEWED TO MAKE A VALID QUESTIONING TECHNIQUE. PERSONAL INTERVIEWERS, USING RATING SHEETS, COLLECTED THE DATA WHICH WERE SUBJECTED TO A CHI SQUARE ANALYSIS. THE STUDY DISCLOSED A RANKING OF COMPETENCIES REQUIRED FOR ENTRY LEVEL EMPLOYMENT IN AGRICULTURAL PRODUCTION IN MONTANA, PROVIDING PLANNERS WITH NEEDED MATERIAL FOR DEVELOPING APPROPRIATE CURRICULUMS IN AGRICULTURAL EDUCATION. (MU)

VT 100 926

BISHOP, DOUGLAS D., AND OTHERS
A STUDY TO DETERMINE COMPETENCIES NEEDED BY EMPLOYEES ENTERING AGRICULTURAL MECHANICS OCCUPATIONS.

MONTANA STATE UNIV., BOZEMAN. MONTANA AGRICULTURAL EXPERIMENT STATION.
MONTANA STATE DEPT. OF PUBLIC INSTRUCTION, HELENA. DIV. OF VOCATIONAL AND OCCUPATIONAL SKILLS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 130P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *VOCATIONAL AGRICULTURE; *AGRIBUSINESS; *AGRICULTURAL MACHINERY OCCUPATIONS; *EDUCATIONAL NEEDS;

AGRICULTURAL PERSONNEL
IDENTIFIERS - *MONTANA

ABSTRACT - IN ORDER TO IDENTIFY AND RATE THE KNOWLEDGE, SKILLS AND ATTITUDES NEEDED BY EMPLOYEES IN AGRICULTURAL MACHINERY BUSINESSES IN MONTANA, 37 INTERVIEWERS, KNOWLEDGEABLE IN THE FIELD, WERE TRAINED TO CALL ON A GROUP OF MANAGERS OF FARM MACHINERY DEALERSHIPS. USING PREVIOUSLY VALIDATED COMPETENCY STATEMENTS, THE INTERVIEWERS RECORDED DATA ON RATING SHEETS FOR A MODIFIED COMPUTER PROGRAM WHICH PROVIDED A PRINTOUT OF EACH COMPETENCY STATEMENT WITH ITS ACCOMPANYING MEAN, MEDIAN, STANDARD DEVIATION, AND FREQUENCY. THE RESULTING SCORES WERE CALCULATED FOR EACH COMPETENCY AND RANK ORDERED FOR EACH OF THE 12 JOB TITLES INCLUDED IN THE STUDY. MAJOR CONCLUSIONS INCLUDE THE FOLLOWING: (1) OPINIONS DIFFERED AS TO THE VALUE OF MANY COMPETENCIES IDENTIFIED WITH EACH JOB TITLE, ESPECIALLY THOSE INVOLVING PEOPLE-ORIENTED SKILLS, (2) THERE SEEMS TO BE A RECOGNIZABLE HIERARCHY OF JOB TITLES WITH GROUPS OF COMPETENCIES ASSOCIATED WITH EACH, AND (3) MORE EMPHASIS SHOULD BE GIVEN TO DEVELOPING AFFECTIVE TYPE COMPETENCIES WHEN TRAINING POTENTIAL MANAGERS, SUPERVISORS, SALESMEN, AND PARTSMEN. (MU)

VT 100 927
HANSEN, GLENN L., AND OTHERS
ASSESSMENT AND PROGRAMMING FOR PERSONNEL DEVELOPMENT IN ADULT EDUCATION--STATE OF IOWA. FINAL REPORT.

NORTHERN IOWA UNIV., CEDAR FALLS. COLL. OF BUSINESS AND BEHAVIORAL SCIENCES.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 202P.

DESCRIPTORS - *ADULT EDUCATION; *TEACHER IMPROVEMENT; *ADULT PROGRAMS; *EDUCATIONAL DEVELOPMENT; *INSERVICE TEACHER EDUCATION; EDUCATIONAL NEEDS
IDENTIFIERS - *IOWA

ABSTRACT - THIS DOCUMENT IS THE FINAL REPORT OF A PROJECT BEGUN ON SEPTEMBER 1, 1971 AND COMPLETED ON JUNE 20, 1973 TO DETERMINE WHAT TYPES OF EDUCATIONAL AND TRAINING EXPERIENCES ARE NEEDED FOR THOSE WHO TEACH OR ADMINISTER THE ADULT PROGRAM IN IOWA. FROM A WORKSHOP FOR ADMINISTRATORS, A SURVEY OF PART TIME TEACHERS, A COORDINATOR SURVEY AND A CONSUMER SURVEY, FINDINGS WERE OBTAINED LEADING TO A NUMBER OF RECOMMENDATIONS CONCERNING TEACHER TRAINING PROGRAMS AIMED AT UPGRADING TEACHER SKILLS IN TEACHING ADULTS, USING VISUAL AIDS, COUNSELING STUDENTS, AND WRITING BEHAVIORAL OBJECTIVES. (MU)

VT 100 928
WEBSTER, KENNETH E.
A REVIEW OF SELECTED CURRENT CAREER EDUCATION MODELS IN ILLINOIS.

SUCCESS RESEARCH CONSULTANTS, INC., TINLEY PARK, ILL.
ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 15P.

DESCRIPTORS - *CAREER EDUCATION; *EDUCATIONAL DEVELOPMENT; MODELS; PROJECTS; *CURRICULUM DEVELOPMENT
IDENTIFIERS - ILLINOIS

ABSTRACT - THE REPORT LISTS MAJOR CHARACTERISTICS OF CAREER EDUCATION, OUTLINES THE NEED FOR IT, AND DEPICTS THE CAREER EDUCATION PROCESSES FROM KINDERGARTEN THROUGH GRADE 12. SIX ILLINOIS PROJECTS IN CAREER EDUCATION ARE DISCUSSED, WITH RELATED COST INFORMATION. ALTHOUGH SOME EDUCATORS HAVE EXPRESSED CONCERN OVER THE COST OF INSTALLING CAREER EDUCATION IN THE SCHOOLS, IT WAS FOUND THAT THE CONCEPT HAS BEEN SUCCESSFUL IN CAUSING CURRICULAR CHANGE AND REVITALIZING INSTRUCTION IN ILLINOIS. (MF)

VT 100 929
RECOMMENDATIONS TO IMPROVE THE OCCUPATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAMS IN THE STATE OF ILLINOIS. SUMMARY REPORT.

ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 29P.

DESCRIPTORS - ADVISORY COMMITTEES; *TEACHER SUPPLY AND DEMAND; *VOCATIONAL EDUCATION TEACHERS; *TEACHER EDUCATION; *PROFESSIONAL CONTINUING EDUCATION; ADMINISTRATIVE PERSONNEL; COUNSELORS; PERSONNEL NEEDS; IMPROVEMENT
IDENTIFIERS - ILLINOIS

ABSTRACT - THE ILLINOIS ADVISORY COUNCIL ON VOCATIONAL EDUCATION, IN DEVELOPING RECOMMENDATIONS FOR IMPROVING THE DELIVERY SYSTEM FOR PREPARATION OF OCCUPATIONAL TEACHERS, COUNSELORS, AND

ADMINISTRATORS, APPOINTED A COMMITTEE REPRESENTING TEACHER EDUCATION, JUNIOR COLLEGES, AREA VOCATIONAL CENTERS, ADMINISTRATION, GUIDANCE AND COUNSELING, THE DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION, THE ILLINOIS JUNIOR COLLEGE BOARD, AND PRIVATE SCHOOLS. THIS SUMMARY REPORT PRESENTS RECOMMENDATIONS, FINDINGS, AND COMMENTS ON THE SUPPLY, DEMAND, FORECASTING, AND NEED FOR OCCUPATIONAL PERSONNEL; METHODS OF DETERMINING COMPETENCIES; COMPETENCY ESTABLISHMENT, MAINTENANCE, AND EXPANSION; AND ALLOCATION OF RESOURCES FOR OCCUPATIONAL EDUCATION PERSONNEL. PRIME TARGET PERSONNEL INCLUDED TEACHERS, COORDINATORS, PARAPROFESSIONALS, COUNSELORS, AND ADMINISTRATORS. (AUTHOR/MF)

VT 100 930
POURCHOT, LEONARD L., AND OTHERS
A FIELD TEST REPORT OF THE DEVELOPMENT OF INSTRUMENTS TO DETERMINE PEER GROUP PERCEPTIONS OF THE SOCIOLOGICAL STATUS OF STUDENTS ATTENDING AREA VOCATIONAL CENTERS.

ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.; DEPARTMENT OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 28JUN73 85P.

DESCRIPTORS - *STUDENT ATTITUDES; *SOCIAL STATUS; *PEER GROUPS; *HIGH SCHOOL STUDENTS; AREA VOCATIONAL SCHOOLS; *MEASUREMENT INSTRUMENTS; FIELD STUDIES
IDENTIFIERS - ILLINOIS

ABSTRACT - THE PURPOSE OF THE STUDY WAS TO DEVELOP AND FIELD TEST SURVEY INSTRUMENTS FOR DETERMINING STUDENT PEER PERCEPTIONS OF THE SOCIOLOGICAL STATUS OF AREA VOCATIONAL CENTER STUDENTS IN ILLINOIS AS REPORTED BY AREA CENTER VOCATIONAL STUDENTS, BY NON-CENTER VOCATIONAL STUDENTS, AND BY NON-VOCATIONAL STUDENTS. DATA WERE COLLECTED AND TABULATED FROM THE THREE INSTRUMENTS DEVELOPED: GROUP CHARACTERISTICS QUESTIONNAIRE, SEMANTIC DIFFERENTIAL, AND INTERVIEW GUIDE. IT WAS CONCLUDED THAT, AS SOCIOLOGICAL STATUS MAY ATTACH TO DIFFERENT CURRICULAR GROUPS, PLANNING OFFICERS AND EDUCATORS SHOULD BE CONCERNED WITH SOCIOLOGICAL VIEWPOINTS AND THEIR RAMIFICATIONS WHEN PLANNING FUTURE AREA VOCATIONAL CENTERS. (MF)

VT 100 931
WARNECKE, GEORGE F.
AN ILLINOIS STATE BOARD OF EDUCATION: IMPLICATIONS FOR VOCATIONAL EDUCATION. AN EXAMINATION OF LEGISLATION CREATING A STATE BOARD OF EDUCATION INTRODUCED IN THE 78TH ILLINOIS GENERAL ASSEMBLY, 1973.

ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 34P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *STATEWIDE PLANNING; *STATE LEGISLATION; *STATE BOARDS OF EDUCATION; *STATE DEPARTMENTS OF EDUCATION; STATE PROGRAMS; ADVISORY COMMITTEES
IDENTIFIERS - *ILLINOIS

ABSTRACT - THE PURPOSE OF THIS REPORT BY THE STATE ADVISORY COUNCIL WAS TO GIVE TO THE ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION A RECORD OF THE ROLE OF VOCATIONAL EDUCATION IN THE STATE, THE CURRENT STATE BOARD LEGISLATION, COMPARATIVE IMPLICATIONS FOR VOCATIONAL EDUCATION, AND RECOMMENDATIONS FOR ACTION. FROM THE DATA PRESENTED AND THEIR IMPLICATIONS, RECOMMENDATIONS ARE MADE THAT CONCERN PROVISION FOR A SEPARATE VOCATIONAL EDUCATION BOARD IN ILLINOIS WITH EXPANDED RESPONSIBILITIES. (MU)

VT 100 932
SNYDER, JOHN E.
NCK CAREER EDUCATION PROJECT, BELOIT, KANSAS. RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. QUARTERLY REPORT.

KANSAS STATE DEPT. OF EDUCATION, TOPEKA. DIV. OF VOCATIONAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 1OCT72 6P.

DESCRIPTORS - *CAREER EDUCATION; INSERVICE TEACHER EDUCATION; INSERVICE PROGRAMS; WORKSHOPS; PROJECTS
IDENTIFIERS - *BELOIT SCHOOL DISTRICTS; KANSAS

ABSTRACT - COVERING THE TIME PERIOD FROM JULY 1, 1972 TO OCTOBER 1, 1972, THIS QUARTERLY REPORT CONTAINS THE MAJOR ACTIVITIES, ACCOMPLISHMENTS, PROBLEMS, AND PLANS OF A PROJECT TO INTRODUCE CAREER EDUCATION INTO THE BELOIT SCHOOL DISTRICTS. DURING THE PERIOD, FILMS WERE USED FOR EXPLAINING THE PROJECT AT TEACHERS MEETINGS AND A CLASS IN CAREER EDUCATION WITH THREE HOURS

GRADUATE CREDIT WAS SET UP WITH KANSAS STATE UNIVERSITY. APPROXIMATELY 70 TEACHERS AND ADMINISTRATORS WILL BE ATTENDING THE CLASS TO BE SCHEDULED OVER THE SCHOOL YEAR. FIVE WORKSHOPS WERE PLANNED TO BE COMPLETED BEFORE JANUARY 1973. (MU)

VT 100 933
MERRELL, RUSSELL G.; STEFFENS, HERBERT R.
INTEGRATED CAREER DEVELOPMENT CURRICULUM. INSTRUCTIONAL STATEMENT.

NEVADA WESTERN STATES SMALL SCHOOLS PROJECT, CARSON CITY. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
MF AVAILABLE IN VT-ERIC SET.
0-8-071323-4646(085)
PUB DATE - AUG72 48P.

DESCRIPTORS - *CAREER EDUCATION; *CURRICULUM PLANNING; *CURRICULUM DEVELOPMENT; *INSTRUCTION; RELEVANCE (EDUCATION); INTEGRATED CURRICULUM; VOCATIONAL DEVELOPMENT
IDENTIFIERS - INTEGRATED CAREER DEVELOPMENT CURRICULUM; ICDC; LIFE INVOLVEMENT MODEL; LIM; WESTERN STATES SMALL SCHOOLS PROJECT; WSSSP

ABSTRACT - INSTRUCTIONAL DESIGNS FOR THE WESTERN STATES SMALL SCHOOLS PROJECT (WSSSP) ARE EXPLORED IN THIS REPORT OF THE INTEGRATED CAREER DEVELOPMENT CURRICULUM (ICDC) STUDY. THE PATTERN OF INSTRUCTION THAT WAS REVIEWED AND ADOPTED BY THE STAFF WAS THE LIFE INVOLVEMENT MODEL (LIM). ITS EMPHASIS IS ON REAL LIFE TASKS AND "HANDS ON" EXPERIENCES, LEARNING BY ACTING AND EXPERIENCING THE CONSEQUENCES OF THAT ACTION. A PERSONALIZED, RELEVANT, INTEGRATED, COST EFFECTIVE MODEL OF INSTRUCTION WAS DEVELOPED AND A SAMPLE LEARNING UNIT AND PROTOTYPE ARE INCLUDED IN THE DOCUMENT. THE TEACHER'S ROLE IN ICDC AND IMPLEMENTATION OF THE MODEL ARE SPECIFIED. A RELATED DOCUMENT IS AVAILABLE AS VT 100 934. (AUTHOR/MU)

VT 100 934
MERRELL, RUSSELL G.; STEFFENS, HERBERT R.
INTEGRATED CAREER DEVELOPMENT CURRICULUM. CURRICULUM STATEMENT.

NEVADA WESTERN STATES SMALL SCHOOLS PROJECT, CARSON CITY. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
MF AVAILABLE IN VT-ERIC SET.
0-8-071323-4646(085)
PUB DATE - AUG72 95P.

DESCRIPTORS - *CAREER EDUCATION; *CURRICULUM PLANNING; *INTEGRATED CURRICULUM; *SMALL SCHOOLS; *RURAL SCHOOLS; VOCATIONAL DEVELOPMENT
IDENTIFIERS - INTEGRATED CAREER DEVELOPMENT CURRICULUM; ICDC; WESTERN STATES SMALL SCHOOLS PROJECT; WSSSP

ABSTRACT - PREPARED FOR THE PROJECT'S CURRICULUM DESIGNERS, THIS STATEMENT GIVES THE GENERAL FRAMEWORK AND RATIONALE WHICH STRUCTURE THE PROJECT, IDENTIFIES CRITERIA OF SMALLNESS AND RURALITY (AS APPLIED TO SCHOOLS) AND THEIR IMPLICATION FOR THE CURRICULUM, AND STATES THE CURRICULUM CONTENT. GOALS AND OBJECTIVES OF THE PROJECT ARE IDENTIFIED, ASSUMPTIONS ARE STATED, AND METHODS AND STRATEGIES ARE DESCRIBED. A RELATED DOCUMENT IS AVAILABLE AS VT 100 933. (AUTHOR/MU)

VT 100 935
KOTTMAN, ROY M.; GEYER, RICHARD E

PROFESSIONAL MANPOWER AND BACHELOR'S AND GRADUATE ENROLLMENT AND DEGREES IN AGRICULTURE AND NATURAL RESOURCES. PROJECTIONS TO 1980 FOR THE UNITED STATES AND OHIO.

OHIO STATE UNIV., COLUMBUS. COLL. OF AGRICULTURE AND HOME ECONOMICS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN74 197P.

DESCRIPTORS - *PROFESSIONAL EDUCATION; *AGRICULTURAL EDUCATION; AGRICULTURAL PERSONNEL; COLLEGE GRADUATES; *ENROLLMENT PROJECTIONS; NATURAL RESOURCES; AGRICULTURE; *MANPOWER NEEDS; *SCIENTIFIC MANPOWER
IDENTIFIERS - *OHIO

ABSTRACT - TO PROVIDE A BASIS FOR PROJECTING ENROLLMENT NEEDS IN AGRICULTURE AND NATURAL RESOURCES AT THE OHIO STATE UNIVERSITY, THIS COMPREHENSIVE STUDY OF THE DEMAND FOR COLLEGE GRADUATES IN THOSE FIELDS HAS USED STATISTICS FROM A VARIETY OF SOURCES. TABLES OF DATA, FIGURES, AND CHARTS PRESENT INFORMATION CLASSIFIED INTO THE FOLLOWING CATEGORIES: (1) TOTAL COLLEGE-EDUCATED MANPOWER, AND COLLEGE ENROLLMENTS AND DEGREES--U.S., (2) SCIENTISTS AND ENGINEERS AND SCIENCE AND ENGINEERING DEGREES--U.S., (3) PH.D. SCIENTISTS AND ENGINEERS AND SCIENCE AND ENGINEERING DOCTORATES--U.S., (4) TRENDS IN AGRICULTURE AND NATURAL RESOURCES--U.S., (5) PROFESSIONAL MANPOWER IN AGRICULTURE AND NATURAL RESOURCES--U.S., (6) ENROLLMENT AND DEGREES, BACHELOR'S AND ADVANCED DEGREE PROGRAMS IN

AGRICULTURE AND NATURAL RESOURCES--U.S., AND (7) SELECTED PROFESSIONAL MANPOWER TRENDS AND ENROLLMENT AND DEGREES, BACHELOR'S AND ADVANCED DEGREE PROGRAMS IN AGRICULTURE AND NATURAL RESOURCES--OHIO. THE STATISTICS POINT TO THE FACT THAT THE NUMBER OF PROFESSIONAL PERSONNEL IN AGRICULTURE AND NATURAL RESOURCES HAS BEEN INCREASING RAPIDLY AND CAN BE EXPECTED TO CONTINUE TO INCREASE. (AUTHOR/MU)

VT 100 936
BOYD, T. GARDNER; CORNETT, JIM D.
OUTREACH FOR URBAN INNER CITY YOUTH. INTERIM REPORT.

KANSAS CITY SCHOOL DISTRICT, MO.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-1389(361)
PUB DATE - 22JAN74 100P.

DESCRIPTORS - *CAREER EDUCATION; *INNER CITY; *MOBILE EDUCATIONAL SERVICES; *WORK ATTITUDES; INSERVICE TEACHER EDUCATION
IDENTIFIERS - *KANSAS CITY; PROJECT OUTREACH

ABSTRACT - RECORDING THE PROGRESS OF PROJECT OUTREACH FROM JANUARY 1, 1973 TO DECEMBER 31, 1973, THIS REPORT HAS SUMMARIZED THE OBJECTIVES, PROCEDURES, RESULTS, EVALUATIONS, AND RECOMMENDATIONS OF A PROJECT TO ASSIST THE INNER-CITY YOUTH OF KANSAS CITY TO RELATE SUCCESSFULLY TO THE WORLD OF WORK. A COMBINATION OF SCHOOL AND HOME/COMMUNITY APPROACH WAS USED. SCHOOLS INVOLVED WERE SEVERAL PUBLIC AND NON-PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AND A PUBLIC COMMUNITY COLLEGE. THE HOME/COMMUNITY APPROACH WAS BASED ON THE CAREER EDUCATION SERVICES OFFERED THROUGH A MOBILE UNIT. CONCLUSIONS CENTER AROUND THE NEED AND MEANS FOR INSERVICE TEACHER EDUCATION TRAINING FOR THE NEWLY EMPLOYED AS WELL AS THE PRESENT STAFF. AS AN AID IN THIS TRAINING, A CAREER EDUCATION CENTER IS PROPOSED THAT WOULD PERFORM MANY OF THE FUNCTIONS RELATED TO CAREER EDUCATION, OFFERING INSERVICE TRAINING TO ELEMENTARY AND SECONDARY TEACHERS. (AUTHOR/MU)

VT 100 937
SEVERANCE, MELVIN; GUSTAFSON, RICHARD A.
NEW HAMPSHIRE NEEDS ASSESSMENT HANDBOOK FOR VOCATIONAL EDUCATION PLANNING.

NEW HAMPSHIRE STATE DEPT. OF EDUCATION, CONCORD. VOCATIONAL-TECHNICAL EDUCATION DIV.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; NEW HAMPSHIRE RESEARCH COORDINATING UNIT FOR VOCATIONAL-TECHNICAL EDUCATION, CONCORD.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 164P.

DESCRIPTORS - *STATEWIDE PLANNING; *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *EDUCATIONAL PLANNING
IDENTIFIERS - *NEW HAMPSHIRE

ABSTRACT - THIS MODEL OF NEW HAMPSHIRE'S RESEARCH EFFORTS IN PLANNING ITS NEEDS FOR VOCATIONAL EDUCATION PROGRAMS CAN BE USED BY OTHER RESEARCHERS IN ITS ENTIRETY OR IN SELECTED PARTS. THE STUDY PROVIDES MODULES FOR THE FOLLOWING PHASES OF WORK WHICH MAY BE USED AS THE USER'S NEEDS WARRANT: (1) NEEDS ASSESSMENT, (2) STUDY DESIGN, (3) JOB MARKET ANALYSIS, (4) EXISTING PROGRAMS ANALYSIS, (5) POPULATION ANALYSIS, (6) RESOURCES ANALYSIS, AND (7) PROGRAM PLAN DEVELOPMENT. ORGANIZED INTO A LOOSE-LEAF NOTEBOOK, THE MODULES ARE SET OFF BY TABS WHICH MAKE IT EASY TO MODIFY AND USE A MODULE. ALL OF THE QUESTIONNAIRES WHICH APPEAR WITHIN VARIOUS MODULES HAVE BEEN COLOR-CODED FOR EASY IDENTIFICATION. (MU)

VT 100 938
DUMETZ, LOUISE P.
THE DUSABLE EXEMPLARY PROJECT: BRIDGING THE GAP BETWEEN HIGH SCHOOL AND THE WORLD OF WORK. INTERIM REPORT.

DUSABLE HIGH SCHOOL, CHICAGO, ILL.; CHICAGO BOARD OF EDUCATION, ILL.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-1026(361)
PUB DATE - JUN73 489P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *VOCATIONAL EDUCATION; *GUIDANCE SERVICES; OCCUPATIONAL INFORMATION; OCCUPATIONAL GUIDANCE; EDUCATIONAL GUIDANCE
IDENTIFIERS - *DUSABLE HIGH SCHOOL; CHICAGO

ABSTRACT - COVERING THE TIME PERIOD OF JUNE 30, 1972 TO JUNE 30, 1973, THIS REPORT DESCRIBES THE GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS, EVALUATION, CONCLUSIONS, AND RECOMMENDATIONS OF A PROJECT DESIGNED TO DEVELOP THE GUIDANCE AND CAREER EDUCATION PROGRAMS AT DUSABLE HIGH SCHOOL. HEIGHTENED SELF-CONCEPTS, POSITIVE WORK ATTITUDES, EXPLORATION OF

MANY OCCUPATIONAL AREAS, JOB SKILLS TRAINING, AND JOB PLACEMENT WERE SOME OF THE SUB-GOALS OF THE PROGRAM. TEACHER INSERVICE TRAINING, COMMUNITY INVOLVEMENT, FIELD TRIPS, AND SPECIAL SPEAKERS FOR THE CLASSROOM WERE SOME OF THE MEANS USED TO ACHIEVE THESE GOALS. APPENDIXES OF OVER 350 PAGES CONTAIN INSTRUMENTS AND TEACHING AIDS, PLANNING SCHEDULES, PROMOTIONAL MATERIALS, CORRESPONDENCE, AND UNITS OF STUDY OF THIS EXEMPLARY PROJECT. (MU)

VT 100 939
HINES, BELLA, COMP.
ANNOTATED BIBLIOGRAPHY ON THE METRIC SYSTEM.

TENNESSEE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, KNOXVILLE.
TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION, NASHVILLE.;
TENNESSEE UNIV., KNOXVILLE. COLL. OF EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
BIB-SER-3
PUB DATE - MAR74 50P.

DESCRIPTORS - *ABSTRACTS; *ANNOTATED BIBLIOGRAPHIES; *METRIC SYSTEM; *INDEXES (LOCATERS); *LITERATURE REVIEWS
IDENTIFIERS - RESEARCH IN EDUCATION; RIE; CURRENT INDEX TO JOURNALS IN EDUCATION; CIJE

ABSTRACT - FROM A COMPUTER SEARCH OF THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) FILES THROUGH DECEMBER, 1973, 31 DOCUMENT ABSTRACTS AND 43 JOURNAL CITATIONS WERE REPRODUCED FOR THIS BIBLIOGRAPHY ON THE METRIC SYSTEM. THE ABSTRACT RESUMES INCLUDE TITLE, AUTHORS, ACCESSION AND REPORT NUMBERS, SUBJECT INDEX TERMS, PRICE, AVAILABILITY, AND THE ISSUE OF "RESEARCH IN EDUCATION" (RIE) IN WHICH THE ABSTRACT APPEARED. JOURNAL CITATIONS INCLUDE TITLE, PUBLICATION DATE, AUTHORS, SUBJECT INDEX TERMS, ISSUE OF "CURRENT INDEX TO JOURNALS IN EDUCATION" (CIJE) IN WHICH THE CITATION APPEARED, AND THE JOURNAL CITED. A REQUEST FORM IS INCLUDED FOR ORDERING THOSE DOCUMENTS WHICH ARE AVAILABLE ON MICROFICHE. (MU)

VT 100 940
PROJECT CAREER/CAREER DEVELOPMENT PROCESS FOR THE HANDICAPPED. INTERIM REPORT. SEPTEMBER 16, 1972-SEPTEMBER 15, 1973.

PROJECT CAREER, RANDOLPH, MASS.; MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF OCCUPATIONAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-5170
PUB DATE - 01NOV73 150P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *HANDICAPPED STUDENTS; *DEVELOPMENTAL PROGRAMS; *EDUCABLE MENTALLY HANDICAPPED; PROGRAM DESCRIPTIONS
IDENTIFIERS - *PROJECT CAREER

ABSTRACT - COVERING THE TIME PERIOD OF SEPTEMBER 16, 1972 TO SEPTEMBER 15, 1973, THIS INTERIM REPORT DOCUMENTS THE GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATION, CONCLUSIONS, AND RECOMMENDATIONS OF A PROJECT TO ASSIST THE LOCAL EDUCATIONAL AGENCIES (LEA'S) IN MANY OF THE FUNCTIONS OF A PROGRAM OF CAREER DEVELOPMENT ACTIVITIES FOR HANDICAPPED STUDENTS. ACCOMPLISHMENTS INCLUDED THE FOLLOWING: (1) A LESSON PLAN FORMAT WAS DEVELOPED, (2) TRAINING PROCEDURES WERE REVISED, (3) ATTAINABLE BEHAVIORAL OBJECTIVES CONCERNING THE EDUCABLE MENTALLY RETARDED IN THE WORK SITUATION WERE ANALYZED, AND (4) A CAREER EDUCATION COURSE FOR USE WITH HANDICAPPED STUDENTS WAS OFFERED AT THE UNIVERSITY OF MASSACHUSETTS FOR GRADUATE STUDENTS. (MU)

VT 100 941
LYONS, DORIS S., COMP.
SPAN: AN ACCELERATED PROJECT FOR A SYSTEMS PROGRAM APPROACHING NON-UNEMPLOYMENT OF VOCATIONAL STUDENTS. EVALUATION REPORT, 1972-73.

MEMPHIS CITY SCHOOL SYSTEM, TENN.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-70-5181
PUB DATE - AUG73 148P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *VOCATIONAL EDUCATION; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *PROJECT SPAN; MEMPHIS CITY SCHOOLS

ABSTRACT - THIS REPORT DOCUMENTS AN EVALUATION OF PROJECT SPAN (START PLANNING AHEAD NOW), AN EXEMPLARY PROGRAM IN THE MEMPHIS CITY SCHOOLS FOR GRADES K THROUGH 12. TO HELP IMPROVE ATTITUDES TOWARD SELF, EDUCATION, AND THE WORLD OF WORK AND TO LOWER THE DROPOUT RATE AND PROVIDE GREATER JOB OPPORTUNITIES FOR BOTH DROPOUTS AND GRADUATES OF INNER CITY SCHOOLS, THE PROGRAM PROVIDED THREE MAJOR COMPONENTS FOR ELEMENTARY, JUNIOR HIGH, AND HIGH

SCHOOLS. THE ELEMENTARY COMPONENT WAS DESIGNED TO PROMOTE CAREER AWARENESS AMONG PUPILS. IN THE JUNIOR HIGH SCHOOLS, PUPILS WERE ENCOURAGED TO EXPLORE IN DEPTH SEVERAL OCCUPATIONAL CLUSTERS. THE SENIOR HIGH SCHOOLS STRESSED CAREERS INCLUDING JOB SELECTION AND JOB PLACEMENT AS WELL AS EMERGENCY ASSISTANCE TO STUDENTS ABOUT TO QUIT SCHOOL. RECOMMENDATIONS CONCERNED CAREER EDUCATION AS A MEANS TO EDUCATIONAL RELEVANCE, CONSULTIVE AND RESOURCE ASSISTANCE, AND CRITERIA FOR NEW PROGRAMS. (MU)

VT 100 942
STITT, THOMAS R.
PRE-SERVICE PROGRAM IN ENVIRONMENTAL OCCUPATIONS. A PROJECT TO DESIGN AND STRUCTURE A PRE-SERVICE ENVIRONMENTAL TEACHER EDUCATION CURRICULUM PROGRAM AND INTERNSHIP TRAINING EXPERIENCE. FINAL REPORT.

SOUTHERN ILLINOIS UNIV., CARBONDALE. DEPT. OF AGRICULTURAL INDUSTRIES.
ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 32P.

DESCRIPTORS - *ENVIRONMENTAL EDUCATION; *TEACHER EDUCATION CURRICULUM; *INTERNSHIP PROGRAMS; *VOCATIONAL EDUCATION TEACHERS; *VOCATIONAL EDUCATION; ENVIRONMENTAL TECHNICIANS
IDENTIFIERS - *SOUTHERN ILLINOIS UNIVERSITY

ABSTRACT - THE DOCUMENT REPORTS A PROJECT COVERING THE TIME PERIOD OF SEPTEMBER 1972 TO SEPTEMBER 1973 IN WHICH AN ENVIRONMENTAL OCCUPATIONS TEACHER EDUCATION PROGRAM AND INTERNSHIP WAS DEVELOPED AND USED AT SOUTHERN ILLINOIS UNIVERSITY. FIVE PARTICIPANTS IN THE PROGRAM WERE ENROLLED AND SUPERVISED THROUGHOUT THEIR INTERNSHIPS. A PROGRAM OF SEMINARS AND APPROPRIATE EXPERIENCES FOR THE PARTICIPANTS WAS DESIGNED TO EQUIP STUDENTS FROM AGRICULTURE AND HOME ECONOMICS WITH COMPETENCIES NEEDED FOR TEACHING VOCATIONAL EDUCATION IN THE AREA OF ENVIRONMENTAL OCCUPATIONS. THE REPORT CONTAINS THE FORMS, PUBLICITY, COMPETENCY ANALYSIS SHEETS, AND PARTICIPANT DATA FROM THE PROGRAM. (AUTHOR/MU)

VT 100 943
KEMPFER, HOMER
PRIVATE HOME STUDY SCHOOLS IN ILLINOIS.

ILLINOIS STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, SPRINGFIELD.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 114P.

DESCRIPTORS - *PRIVATE SCHOOLS; *CORRESPONDENCE SCHOOLS; SECONDARY EDUCATION; POST SECONDARY EDUCATION; VOCATIONAL EDUCATION
IDENTIFIERS - *ILLINOIS

ABSTRACT - THIS ACCOUNTING OF THE ORIGIN, DEVELOPMENT, AND USE OF PRIVATE HOME STUDY SCHOOLS IN ILLINOIS ANALYZES THEIR ENROLLMENT, COURSES, REGULATIONS, ECONOMICS, SUBJECT MATTER AREAS, AND STRENGTHS AND WEAKNESSES. THE POTENTIAL THEY OFFER FOR FUTURE COORDINATION WITH PUBLIC SCHOOLS IS STRESSED AND RECOMMENDATIONS ARE DIRECTED TO THE GOVERNOR, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, AND THE STATE DEPARTMENT OF PUBLIC INSTRUCTION AS WELL AS TO THE LOCAL SCHOOL DISTRICTS AND THE HOME STUDY SCHOOLS THEMSELVES. AN APPENDIX PROVIDES A DIRECTORY OF PRIVATE HOME STUDY SCHOOLS IN ILLINOIS AND A LISTING OF COURSES OFFERED IN SUCH SCHOOLS IN THE STATE. (MU)

VT 100 944
INDIAN EDUCATION. A SPECIAL REPORT.

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 20DEC73 7P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *AMERICAN INDIANS; *EDUCATIONAL NEEDS; AMERICAN INDIAN CULTURE; RESERVATIONS (INDIAN)

ABSTRACT - THIS REPORT, SUBMITTED TO THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE, SUMMARIZES THE RESULTS OF A STUDY OF THE PRESENT STATUS OF AMERICAN INDIANS IN RELATION TO THEIR VOCATIONAL EDUCATION NEEDS. FROM AN EARLY EFFORT TO DISPLACE INDIAN CULTURE WITH THE CULTURE AND VALUES OF THE WHITE AMERICAN FARMER, SERIOUS THOUGHT IS NOW DIRECTED TOWARD STRESSING INDIAN TRADITIONS, COMMUNITY DEVELOPMENT, THE USE OF RESERVATION RESOURCES, AND THE DEVELOPMENT OF INDUSTRIAL SKILLS. INDIAN LEADERS BELIEVE THAT THE FAILURE OF INDIAN EDUCATION LIES IN THE FACT THAT NON-INDIANS CONTROL THE EDUCATION PROCESS. RECOMMENDATIONS CONCERN CONTROL BY INDIANS WITH GUIDANCE BY THEM, IMPROVEMENT IN INDIAN VOCATIONAL EDUCATION, AND A STRENGTHENING OF THE PUBLIC SCHOOL PROGRAMS FOR INDIANS. (AUTHOR/MU)

VT 100 945

TENNESSEE RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION. SEMIANNUAL PROGRESS REPORT. JULY 1-DEC. 31, 1973.

TENNESSEE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, KNOXVILLE.
TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION, NASHVILLE.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 10P.

DESCRIPTORS - *RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROJECTS; *RESEARCH REVIEWS (PUBLICATIONS); INFORMATION DISSEMINATION
IDENTIFIERS - *TENNESSEE RESEARCH COORDINATING UNIT

ABSTRACT - REPORTING FROM JULY 1, 1973 THROUGH DECEMBER 31, 1973, THIS DOCUMENT SUMMARIZES THE FUNCTIONS PERFORMED BY THE TENNESSEE RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION INTO FIVE GENERAL CLASSIFICATIONS. THEY INCLUDE THE FOLLOWING: (1) CONSULTANT SERVICES, (2) CONFERENCE ATTENDANCE AND SPEAKING ENGAGEMENTS, (3) PROGRESS AND DEVELOPMENT OF INTERNAL PROJECTS, (4) PROJECTS, AND (5) MISCELLANEOUS ACTIVITIES. (MU)

VT 100 946

FRANKEL, STEVEN M., ED., AND OTHERS
DIRECTORY OF REPRESENTATIVE WORK EDUCATION PROGRAMS 1972-73.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. OFFICE OF PLANNING, BUDGETING, AND EVALUATION.
MF AVAILABLE IN VT-ERIC SET.
DHEW-PUB-(OE)-74-01701
SUPERINTENDENT OF DOCUMENTS, US GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 ($2.95) STOCK NUMBER 1780-01244
PUB DATE - 73 339P.

DESCRIPTORS - *DIRECTORIES; *WORK STUDY PROGRAMS; REFERENCE BOOKS; CATALOGS; SUCCESS FACTORS

ABSTRACT - THE 550 RETURNS FROM 600 QUESTIONNAIRES SEEKING INFORMATION CONCERNING WORK STUDY PROGRAMS IN THE U.S. SUPPLY THE DATA FOR THIS DIRECTORY. THESE DATA WILL BE USED TO DOCUMENT THE GROWTH, TRAINING STRATEGIES AND SIGNIFICANT FEATURES OF 50 OF THE MORE SUCCESSFUL ONES IN ORDER TO MAKE RECOMMENDATIONS FOR FUTURE WORK EDUCATION PROGRAMS. PROGRAMS INCLUDED HERE ARE LISTED BY STATE AND CONTAIN THE FOLLOWING ITEMS OF INFORMATION: (1) SCHOOL, (2) EDUCATIONAL LEVEL, (3) PRIMARY PURPOSE OF THE PROGRAM, (4) INCLUSION OF RELATED INSTRUCTION, (5) INDUSTRIAL SETTING, (6) PRESENCE OF STUDENTS UNDER AGE 16, (7) ACADEMIC CREDIT FOR WORK, (8) PERCENTAGE OF COMPLETIONS, (9) UNION PARTICIPATION, (10) NUMBER ENROLLED IN 1972-1973 SCHOOL YEAR, (11) OCCUPATIONAL AREA, (12) EMPLOYERS REIMBURSED, AND (13) PRIVATE SUPPORT. (MU)

VT 100 947

OMVIG, CLAYTON P.; THOMAS, EDWARD G.
ANALYZING VOCATIONAL INTERESTS.

KENTUCKY UNIV., LEXINGTON. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN74 61P.

DESCRIPTORS - *VOCATIONAL INTERESTS; *INTEREST TESTS; *OCCUPATIONAL ASPIRATION; CAREER CHOICE; APTITUDE TESTS; ABILITY; SOCIOECONOMIC STATUS; *COMPARATIVE ANALYSIS; GRADE 9

ABSTRACT - THE OVERALL PROBLEM OF THIS STUDY WAS TO DETERMINE THE RELATIONSHIP BETWEEN EXPRESSED AND TESTED VOCATIONAL INTERESTS OF FOUR GROUPS OF STUDENTS (DISADVANTAGED MALES AND FEMALES AND NONDISADVANTAGED MALES AND FEMALES), ALONG WITH OTHER PROBLEMS OF COMPARING GROUPS AND SUBGROUPS. THE STUDY WAS LIMITED TO A CONSIDERATION OF THE VOCATIONAL INTERESTS OF GRADE 9 STUDENTS FROM TWO JUNIOR HIGH SCHOOLS IN THE SAME KENTUCKY CITY. THREE PRINCIPAL TYPES OF DATA WERE COLLECTED: THE STUDENTS' OVERT EXPRESSIONS OF VOCATIONAL INTERESTS, THEIR VOCATIONAL INTERESTS AS EXPRESSED IN THE OHIO VOCATIONAL INTEREST SURVEY, AND OTHER DATA INCLUDING DIFFERENTIAL APTITUDE SCORES AND ESTIMATES OF SOCIOECONOMIC STATUS. CONCLUSIONS BASED ON THE FINDINGS INDICATED THAT DISADVANTAGED MALES TENDED TO EXHIBIT FEW DIFFERENCES BETWEEN EXPRESSED AND TESTED INTERESTS. HOWEVER, THE EXPRESSED INTERESTS OF HIGH SOCIOECONOMIC MALES WERE SIGNIFICANTLY DIFFERENT FROM THEIR TESTED INTERESTS IN 10 OF 24 INTEREST AREAS. DISADVANTAGED FEMALES DIFFERED SIGNIFICANTLY IN 11 OF 24 AREAS, WHILE HIGH SOCIOECONOMIC FEMALES DIFFERED IN ONLY TWO AREAS. DETAILED RESULTS ARE PRESENTED IN TABULAR AND NARRATIVE FORM. (MF)

VT 100 948

MATTILA, J. PETER
LABOR TURNOVER AND SEX DISCRIMINATION.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. INDUSTRIAL RELATIONS CENTER.
MF AVAILABLE IN VT-ERIC SET.
WORKING-PAPER-1974-01
PUB DATE - 74 27P.

DESCRIPTORS - *LABOR TURNOVER; *SEX DISCRIMINATION; *WORKING WOMEN; COMPARATIVE ANALYSIS; EMPLOYMENT PATTERNS; LABOR FORCE

ABSTRACT - IT HAS BEEN ALLEGED THAT HIGH FEMALE LABOR TURNOVER IMPOSES COSTS UPON EMPLOYERS WHICH INDUCE THEM TO DISCRIMINATE AGAINST WOMEN IN HIRING AND PAY. THIS STUDY EXAMINES MALE AND FEMALE QUIT DATA AND DRAWS TWO PRIMARY CONCLUSIONS. FIRST, WOMEN ARE LESS LIKELY THAN MEN TO QUIT FOR JOB-RELATED REASONS, ALTHOUGH THEY DO QUIT MORE OFTEN BECAUSE OF HOUSEHOLD RESPONSIBILITIES. IT IS NOT TRUE THAT TOTAL FEMALE QUIT RATES EXCEED MALE RATES. SECOND, FEMALE QUIT RATES ARE LOWER RELATIVE TO MALE RATES DURING PERIODS OF LOW UNEMPLOYMENT, WHICH SUGGESTS THE IMPORTANCE OF MAINTAINING FULL EMPLOYMENT TO COMBAT DISCRIMINATION. (AUTHOR/MF)

VT 100 949
ZYTOWSKI, DONALD G.
THE PREDICTIVE VALIDITY OF THE KUDER PREFERENCE RECORD OVER A 25 YEAR SPAN.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. INDUSTRIAL RELATIONS CENTER.
MF AVAILABLE IN VT-ERIC SET.
WORKING-PAPER-1974-04
PUB DATE - 74 15P.

DESCRIPTORS - *PREDICTIVE VALIDITY; *INTEREST SCALES; *VOCATIONAL INTERESTS; *FOLLOWUP STUDIES; EMPLOYMENT LEVEL; JOB SATISFACTION; *VOCATIONAL FOLLOWUP; JUNIOR HIGH SCHOOL STUDENTS
IDENTIFIERS - *KUDER PREFERENCE RECORD

ABSTRACT - THE STUDY WAS MADE NOT SO MUCH TO DEMONSTRATE THE VALIDITY OF THE KUDER PREFERENCE RECORD, WHICH IT EMPLOYS, BUT TO EXPLORE THE POSSIBILITY THAT A SET OF HOMOGENEOUS INTEREST SCALES ADMINISTERED 25 YEARS PREVIOUSLY TO JUNIOR HIGH SCHOOL STUDENTS MAY HAVE ANY RELATIONSHIP TO OCCUPATIONAL CRITERIA. ALL BUT 30 OF THE SUBJECTS WERE LOCATED THROUGH 151 KUDER FORM B ANSWER PADS FOUND IN STORAGE IN 1972. A TOTAL OF 102 QUESTIONNAIRES WERE AVAILABLE FOR ANALYSIS, WHICH SHOWED THAT 54 SUBJECTS WERE IN OCCUPATIONS CONSISTENT WITH THEIR INTEREST PROFILES MADE AT AN AVERAGE AGE OF 14 YEARS. FIFTY-THREE PERCENT WERE IN OCCUPATIONS CONSISTENT WITH THEIR HIGHEST INTEREST SCORES. THOSE IN CONSISTENT OCCUPATIONS REPORTED SIGNIFICANTLY GREATER JOB SATISFACTION BUT NO DIFFERENCE IN SELF-ASSESSED PERFORMANCE. THE RESULTS WERE INTERPRETED TO MEAN THAT ALTHOUGH COUNSELING JUNIOR HIGH SCHOOLERS FROM THEIR KUDER PREFERENCE RECORD SCALE SCORES WOULD NOT BE APPROPRIATE, IT APPEARS THAT SCORES OBTAINED THAT EARLY DO BEAR A RELATIONSHIP TO OCCUPATION AND SATISFACTION EVEN AFTER 25 YEARS. (MF)

VT 100 950
MICHINSKY, PAUL M.
SUPERVISOR RATINGS AND THE PERCEIVED IMPORTANCE OF ENGINEERING JOB PERFORMANCE CRITERIA.

IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. INDUSTRIAL RELATIONS CENTER.
MF AVAILABLE IN VT-ERIC SET.
WORKING-PAPER-1974-03
PUB DATE - 74 17P.

DESCRIPTORS - *PERFORMANCE CRITERIA; *TASK PERFORMANCE; JOB SKILLS; *ENGINEERS; SUPERVISORS; *ACHIEVEMENT RATING; FACTOR ANALYSIS; CORRELATION

ABSTRACT - THE PURPOSE OF THE STUDY WAS TO EXAMINE THE PERCEPTIONS OF A SAMPLE OF ENGINEERS AND OF THEIR SUPERVISORS REGARDING THE IMPORTANCE OF CERTAIN JOB PERFORMANCE CRITERIA RELATING TO THE ENGINEER'S JOB. SUPERVISOR RATINGS OF THE ENGINEER'S PERFORMANCE WERE ALSO RELATED TO THE PERCEIVED IMPORTANCE OF THE JOB PERFORMANCE CRITERIA. THE IMPORTANCE RATINGS BY SUPERVISORS WERE FOUND TO BE VERY SIMILAR TO THE IMPORTANCE RATINGS BY ENGINEERS. HOWEVER, WHILE BOTH SUPERVISORS AND ENGINEERS COULD DISCRIMINATE BETWEEN THE IMPORTANCE OF TECHNICAL AND DESIGN SKILL, SUPERVISORS WERE APPARENTLY UNABLE TO MAKE THIS DISCRIMINATION IN THEIR PERFORMANCE RATINGS. PERHAPS THIS STEMS FROM THE DIFFICULTY OF IDENTIFYING AND ASSESSING CREATIVITY, AS REFLECTED IN DESIGN PROJECTS. IN GENERAL, HOWEVER, SUPERVISORS APPRAISED PERFORMANCE BY CRITERIA SIMILAR TO THOSE THEY PERCEIVED AS BEING CRITICAL TO THE TYPE OF WORK PERFORMED BY ENGINEERS. (AUTHOR/MF)

VT 100 951
MATTILA, J. PETER
ON THE ECONOMICS OF WORKER ALIENATION.

IOWA STATE UNIV. OF SCIENCE AND

TECHNOLOGY, AMES. INDUSTRIAL RELATIONS CENTER.
MF AVAILABLE IN VT-ERIC SET.
WORKING-PAPER-1974-02
PUB DATE - 74 13P.

DESCRIPTORS - *WORK ATTITUDES; *LABOR ECONOMICS; *LABOR PROBLEMS; *WORK ENVIRONMENT; *JOB SATISFACTION; JOB DEVELOPMENT; OCCUPATIONAL MOBILITY; OCCUPATIONAL ASPIRATION

ABSTRACT - BASIC ECONOMIC PRINCIPLES HELP TO CLARIFY THE CONCEPT OF WORKER ALIENATION AND THE POLICY QUESTIONS SURROUNDING IT. THE PAPER STRESSES THAT THERE ARE COSTS INVOLVED IN JOB ROTATION AND JOB REDESIGN. IN MANY CASES, WORKERS FACE A TRADE-OFF BETWEEN REAL INCOME AND JOB SATISFACTION. ALIENATION IS INTERPRETED AS A FORM OF DISEQUILIBRIUM BETWEEN PRODUCTION AND CONSTRAINTS AND WORKER ASPIRATIONS. IMPERFECT INFORMATION IS ONE OF THE MOST IMPORTANT BARRIERS TO RATIONAL ADJUSTMENT BY WORKERS AND MANAGEMENT. IT IS RECOMMENDED THAT FUTURE STUDIES CONCENTRATE ON THE COST TRADE-OFFS AS WELL AS ON WORKER OPINIONS. (AUTHOR/MF)

VT 100 952
LOWRY, JAMES R.
USING A TRAFFIC STUDY TO SELECT A RETAIL SITE.

SMALL BUSINESS ADMINISTRATION, WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
SMALL-MARKETERS-AID-152
U.S. SMALL BUSINESS ADMINISTRATION, WASHINGTON, D.C. 20416
PUB DATE - MAY73 12P.

DESCRIPTORS - *SITE SELECTION; *RETAILING; *TRAFFIC CIRCULATION; *PEDESTRIAN TRAFFIC; *VEHICULAR TRAFFIC; DATA COLLECTION

ABSTRACT - FOR SUCCESS IN A RETAILING OPERATION, THE LOCATION IS THE MOST IMPORTANT FACTOR. THIS PUBLICATION PRESENTS ONE ASPECT OF SITE SELECTION, NAMELY, RESEARCH INTO THE AREA TRAFFIC, BOTH VEHICULAR AND PEDESTRIAN, WHICH WILL BRING CUSTOMERS INTO THE STORE. METHODS OF TAKING A TRAFFIC COUNT ARE DISCUSSED ALONG WITH HOW TO INTERPRET AND EVALUATE THE COLLECTED DATA. (AUTHOR/MF)

VT 100 953
BAILEY, LARRY J., ED.; WOOD, THOMAS B., ED.
FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY, II. FINAL REPORT.

SOUTHERN ILLINOIS UNIV., CARBONDALE. DEPT. OF OCCUPATIONAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD. VOCATIONAL AND TECHNICAL EDUCATION DIV.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-73-2979
PUB DATE - FEB74 271P.

DESCRIPTORS - *ANNOTATED BIBLIOGRAPHIES; *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE; *ABSTRACTS; SIMULATION; MEASUREMENT INSTRUMENTS; CONFERENCES; RESEARCH PROJECTS; DEVELOPMENTAL PROGRAMS

ABSTRACT - THE PRIMARY REFERENCE SOURCES FOR THE BIBLIOGRAPHY WERE RESEARCH IN EDUCATION AND EDUCATION INDEX, APRIL 1970 TO JUNE 1973. THE SELECTED REFERENCES WERE ABSTRACTED AND GROUPED UNDER THE FOLLOWING CHAPTER HEADINGS: (1) CAREER EDUCATION: THEORY AND RATIONALE, (2) COMPUTER-BASED GUIDANCE SYSTEMS, (3) CAREER EDUCATION CONFERENCES, WORKSHOPS, AND INSTITUTES, (4) MEASURING VOCATIONAL BEHAVIOR, (5) GAMING AND SIMULATIONS, (6) RESEARCH AND DEVELOPMENT, EXEMPLARY PROGRAMS AND PROJECTS, AND CAREER EDUCATION MODEL DEVELOPMENT, AND (7) LOCALLY DEVELOPED PROGRAMS AND APPROACHES TO CAREER EDUCATION. AN AUTHOR INDEX IS PROVIDED. THE PUBLICATION DOCUMENTS THE FACT THAT A SUBSTANTIAL BODY OF DATA IS AVAILABLE FOR EDUCATORS WHO ARE SEEKING DIRECTION IN THE IMPLEMENTATION OF CAREER DEVELOPMENT PROGRAMS. (MF)

VT 100 954
WARD, SHARON K., AND OTHERS
HEALTH OCCUPATIONS CAREER MOBILITY PROGRAMS IN OKLAHOMA.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR73 37P.

DESCRIPTORS - *HEALTH OCCUPATIONS EDUCATION; *HEALTH OCCUPATIONS; *OCCUPATIONAL MOBILITY; CAREER LADDERS; EDUCATIONAL PROGRAMS
IDENTIFIERS - *OKLAHOMA

ABSTRACT - TO EXPAND THE POSSIBILITIES FOR CAREER MOBILITY WITHIN THE HEALTH OCCUPATIONS FIELD IN OKLAHOMA, THIS STUDY IDENTIFIES THE CAREER MOBILITY PROGRAMS OPERATING IN THE STATE AT

PRESENT, COMMUNICATES THIS INFORMATION TO PROGRAM DIRECTORS, AND ESTABLISHES A SYSTEM FOR A CONTINUAL UPDATING AND DISSEMINATION OF THIS KIND OF INFORMATION. AVAILABLE CAREER MOBILITY PLANS ARE REPORTED FOR THE FOLLOWING TYPES OF PROGRAMS: MASTERS, BACCALAUREATE, DIPLOMA, ASSOCIATE DEGREE, AND LICENSED PRACTICAL NURSING AND VOCATIONAL HEALTH OCCUPATIONS. FORMS FOR UPDATING CAREER MOBILITY PLANS ARE INCLUDED. (MU)

VT 100 955
OKLAHOMA HEALTH MANPOWER NEEDS. 1973-1974.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP73 113P.

DESCRIPTORS - *MANPOWER NEEDS; *HEALTH OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROJECTIONS; *MANPOWER UTILIZATION; OCCUPATIONAL INFORMATION; TABLES (DATA)
IDENTIFIERS - *OKLAHOMA

ABSTRACT - TO PRESENT DATA ON CURRENT AND PROJECTED EMPLOYMENT, EXPANSION, AND LABOR SUPPLY AND DEMAND IN SELECTED HEALTH OCCUPATIONS IN OKLAHOMA, THIS DOCUMENT REPORTS THE RESULTS OF A SURVEY CONDUCTED BY THE INTERAGENCY TASK FORCE ON HEALTH MANPOWER DATA. THE OKLAHOMA EMPLOYMENT SECURITY COMMISSION DEVELOPED THE DEMAND PORTION OF THE STUDY FROM A COMPREHENSIVE LIST OF ESTABLISHMENTS REPRESENTING 66 HEALTH OCCUPATIONS. THE SUPPLY DATA CAME FROM THE OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION. OVER 80 PAGES OF DATA ARE PRESENTED IN THE FOLLOWING FOUR TABLES: (1) EMPLOYMENT IN SELECTED HEALTH OCCUPATIONS, (2) GROSS MANPOWER DEMAND FOR SELECTED HEALTH OCCUPATIONS, (3) NET MANPOWER DEMAND FOR SELECTED HEALTH OCCUPATIONS, AND (4) OKLAHOMA INSTITUTIONS TRAINING MANPOWER SUPPLY. (AUTHOR/MU)

VT 100 956
WARD, WILLIAM GARY
PLANNING ELEMENTS FOR PRACTICAL NURSE TRAINING: THE OKLAHOMA CITY VOCATIONAL SCHOOL OF PRACTICAL NURSING.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUL73 39P.

DESCRIPTORS - *HEALTH OCCUPATIONS EDUCATION; *PROGRAM PLANNING; *PRACTICAL NURSES; *PRACTICAL NURSING
IDENTIFIERS - DELPHI TECHNIQUE; *OKLAHOMA CITY SCHOOLS

ABSTRACT - TO IDENTIFY FACTORS TO BE CONSIDERED IN PLANNING A VOCATIONAL PROGRAM IN THE OKLAHOMA CITY SCHOOLS FOR PRACTICAL NURSES, THE DELPHI TECHNIQUE WAS USED. THE 28 PARTICIPANTS WERE PROFESSIONALS IN EDUCATION AND ADMINISTRATION WITHIN THE AREA OF HEALTH OCCUPATIONS EDUCATION. THE AREAS OF CONCERN FOR FUTURE PLANNING AS IDENTIFIED BY THE RESPONDENTS WERE SYNTHESIZED INTO A QUESTIONNAIRE AND RETURNED TO ALL MEMBERS OF THE GROUP FOR RATING EACH ITEM. RATINGS WERE AVERAGED TO OBTAIN AN OVERALL RANKING OF FACTORS. CONCERN CENTERED ON CAREER MOBILITY, ARTICULATION WITH OTHER LEVELS OF PROFESSIONALS WITHIN THE FIELD, INSERVICE TRAINING, PROFESSIONAL STANDING, AND ADDED SPECIFICITY IN CURRICULUM CONTENT. INSTRUMENTS AND CORRESPONDENCE USED IN THE STUDY ARE INCLUDED IN THE APPENDIX. (MU)

VT 100 957
WARD, WILLIAM GARY
THE INFLUENCE OF SKILL TRAINING ON THE TIME INVESTED IN VOCATIONAL GUIDANCE BY COUNSELORS.

OKLAHOMA STATE DEPT. OF VOCATIONAL AND TECHNICAL EDUCATION, STILLWATER. DIV. OF RESEARCH, PLANNING, AND EVALUATION.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR73 41P.

DESCRIPTORS - *OCCUPATIONAL GUIDANCE; *SECONDARY SCHOOL COUNSELORS; *COUNSELOR PERFORMANCE; *WORK EXPERIENCE; VOCATIONAL COUNSELING; *COUNSELOR EVALUATION
IDENTIFIERS - *OKLAHOMA CITY SCHOOLS

ABSTRACT - TO DETERMINE THE EFFECT OF FOUR WEEKS OF SKILL TRAINING IN EIGHT OCCUPATIONAL AREAS ON THE CAREER GUIDANCE PRACTICES OF HIGH SCHOOL COUNSELORS AND TO JUDGE THE PRACTICABILITY OF THE STRATEGY, 15 VOLUNTEER COUNSELORS WERE SELECTED FOR THE TRAINING EXPERIENCE. TREATMENT OF THE GROUP CONSISTED OF THE TRAINING AND WRITING, DURING THE FOURTH WEEK, OF AT LEAST TWO MEASUREABLE JOB OBJECTIVES RELATING TO VOCATIONAL GUIDANCE. THE CONTROL GROUP WAS MADE UP OF ALL OTHER HIGH SCHOOL COUNSELORS IN THE OKLAHOMA CITY HIGH SCHOOLS. TIME INVESTED IN VOCATIONAL GUIDANCE ACTIVITIES BEFORE AND AFTER TREATMENT WERE COMPARED. THE FOUR WEEKS OF TRAINING PROVED TO HELP OVERCOME SOME OF THE BARRIERS BETWEEN COUNSELORS AND VOCATIONAL EDUCATORS AS EVIDENCED BY THE CHANGE IN TIME INVESTED IN VOCATIONAL GUIDANCE. THE PRACTICABILITY OF THE PROCEDURE WAS NOT EVALUATED. (MU)

VT 100 958
UTILIZING HIGH SCHOOL STUDENTS AS INSTRUCTIONAL AIDES.

CABARRUS COUNTY SCHOOLS, CONCORD, N.C.
NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF RESEARCH.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 130P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *TEACHER AIDES; *PARAPROFESSIONAL SCHOOL PERSONNEL; *SECONDARY GRADES; *SECONDARY SCHOOL STUDENTS
IDENTIFIERS - *NORTH CAROLINA

ABSTRACT - THIS PROJECT REPORT DESCRIBES THE OBJECTIVES, PROCEDURES, FUNDING, ADMINISTRATIVE CONSIDERATIONS, INSTRUCTIONAL PROGRAM, AND CONCLUSIONS AND RECOMMENDATIONS OF A NORTH CAROLINA PROGRAM FOR SECONDARY STUDENT TEACHER AIDES. TO DETERMINE THE EFFECTIVENESS OF HIGH SCHOOL STUDENTS AS TEACHER AIDES IN THE PUBLIC SCHOOLS, AN INSTRUCTIONAL PROGRAM FOR ON-THE-JOB TRAINING SUPERVISED BY CERTIFIED CLASSROOM TEACHERS, RELATED INSTRUCTION AT THE AIDE'S HIGH SCHOOL, AND COORDINATION OF PRACTICE AND CLASSROOM LEARNING WAS INSTITUTED. PARTICULAR EMPHASIS WAS PLACED ON THOSE STUDENTS ASPIRING TO BECOME TEACHER AIDES. ENCOURAGEMENT TO STUDENTS TO PURSUE FURTHER TRAINING AS PARAPROFESSIONAL TEACHER AIDES IN POSTSECONDARY PROGRAMS WAS A MAJOR FEATURE OF THE PROGRAM. STUDENTS WORKED TWO HOURS A DAY DURING THE SCHOOL YEAR WITH SUPERVISING TEACHERS, RECEIVED MINIMUM WAGE PAY, AND WERE GRANTED TWO UNITS OF ACADEMIC CREDIT FOR THEIR WORK EXPERIENCE. THE PROJECT REPORTED COMPLETE SUCCESS. STUDENTS WERE NOT MISUSED. A COMBINATION OF CAREFUL STUDENT SELECTION, SOUND RELATED INSTRUCTION, AND EXPERT UTILIZATION OF AIDES BY SUPERVISING TEACHERS RESULTED IN THE AIDES BEING OF REAL VALUE TO THE SCHOOLS IN ADDITION TO THEIR PERSONAL GAIN. (AUTHOR/MU)

VT 100 959
FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

NORTH DAKOTA STATE UNIV., FARGO. DEPT. OF AGRICULTURAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK. RESEARCH COORDINATING UNIT.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-5
PUB DATE - NOV73 46P.

DESCRIPTORS - *FARM MANAGEMENT; *AGRICULTURAL EDUCATION; *ADULT FARMER EDUCATION; *VOCATIONAL AGRICULTURE; *MANAGEMENT INFORMATION SYSTEMS; FARM ACCOUNTS; STATE PROGRAMS
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - TO EXTEND THE OPPORTUNITY FOR INCREASING THE MANAGEMENT EFFICIENCY OF NORTH DAKOTA FARMERS, THIS PROGRAM FOR AIDING FARM MANAGERS AND OPERATORS WAS UNDERTAKEN IN JULY 1971. OBJECTIVES, ACTIVITIES, CURRENT STATUS OF THE PROGRAM, SUMMARY AND CONCLUSIONS ARE OUTLINED HERE. OBJECTIVES INCLUDED DESIGNING AND IMPLEMENTING A RECORDS SYSTEM, PROVIDING TECHNICAL ASSISTANCE TO TEACHERS CONDUCTING LOCAL PROGRAMS, AND ESTABLISHING A DATA BANK OF INFORMATION CONCERNING ANNUAL FARM RECORDS IN NORTH DAKOTA. A FLOW CHART OF ACTIVITIES, PRESERVICE AND INSERVICE EDUCATION FOR AGRICULTURE TEACHERS, AND THE RESPONSIBILITIES OF A STATE COORDINATOR ARE OUTLINED. IN NOVEMBER 1973, NINE SCHOOLS IN THE STATE WERE CONDUCTING PROGRAMS AND ESTIMATES FOR 1974 ENROLLMENT INDICATE A SUBSTANTIAL EXPANSION. (MU)

VT 100 960
A STUDY OF THE TWO-YEAR ASSOCIATE DEGREE SECRETARIAL SCIENCE PROGRAM OFFERED IN THE VOCATIONAL-TECHNICAL SCHOOLS IN THE STATE OF WISCONSIN.

WISCONSIN STATE UNIV., WHITEWATER

WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 31DEC73 198P.

DESCRIPTORS - *FOLLOWUP STUDIES; *SCHOOL HOLDING POWER; *POST SECONDARY EDUCATION; *BUSINESS EDUCATION; *SECRETARIES; ASSOCIATE DEGREES; GRADUATE SURVEYS; DROPOUTS
IDENTIFIERS - *WISCONSIN; SECRETARIAL SCIENCE PROGRAMS

ABSTRACT - TO DETERMINE THE EFFECTIVENESS OF THE 2-YEAR ASSOCIATE DEGREE SECRETARIAL SCIENCE PROGRAMS IN THE WISCONSIN VOCATIONAL, TECHNICAL, AND ADULT SCHOOLS IN HOLDING STUDENTS, QUESTIONNAIRES WERE ADMINISTERED TO STUDENTS IN PARTICIPATING SCHOOLS. DATA WERE COLLECTED FROM ENROLLMENT, WITHDRAWAL, AND FOLLOWUP QUESTIONNAIRES DIRECTED TO ALL STUDENTS WHO HAD ENROLLED IN THE FALL OF 1971. FROM A COMPARATIVE ANALYSIS OF THE 88 TABLES OF THE DATA RECEIVED, 20 CONCLUSIONS WERE MADE INCLUDING THE FOLLOWING ONES: (1) MOST ENROLLEES WERE YOUNG, SINGLE WOMEN LIVING AT HOME IN MIDDLE CLASS FAMILIES, (2) SUCCESS IN COMPLETING THE COURSE WAS ASSOCIATED WITH HIGHER RANKING HIGH SCHOOL SCORES, WORK EXPERIENCE AND EARLY INTEREST IN THE FIELD, AND EARLY SPECIALIZATION, AND (3) JOBS MORE CLOSELY RELATED TO THE MAJOR FIELD OF STUDY, HIGHER SALARIES, AND MORE SELF CONFIDENCE WERE FOUND MORE OFTEN WITH COMPLETION OF THE COURSE. (MU)

VT 100 961

A REPORT OF THE INTER-URBAN HEALTH CAREERS PROGRAM AT THE SECONDARY SCHOOL LEVEL.

MILWAUKEE PUBLIC SCHOOLS, WIS.; WAUKESHA PUBLIC SCHOOLS, WIS.; WEST ALLIS-WEST MILWAUKEE PUBLIC SCHOOLS, WIS.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JUN73 128P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *HEALTH OCCUPATIONS; *HEALTH OCCUPATIONS EDUCATION; *CURRICULUM PLANNING; *CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; SECONDARY EDUCATION; INTERAGENCY PLANNING; SCHOOL COMMUNITY COOPERATION
IDENTIFIERS - *MILWAUKEE

ABSTRACT - TO DETERMINE THE NEED FOR HEALTH CARE EDUCATION IN THE SECONDARY SCHOOLS AND TO PLAN ADEQUATE PROGRAMS WHICH ALLOW FOR CAREER CHOICE AND CAREER MOBILITY, THIS PROJECT STUDIED THE MILWAUKEE AREA NEEDS AND COMBINED FACILITIES OF PUBLIC SCHOOLS, HOSPITALS, AND NURSING HOMES. MEETINGS WITH HEALTH CARE PERSONNEL, SCHOOL OFFICIALS, AND PROFESSIONAL REPRESENTATIVES DISCLOSED AN INTEREST IN SUCH A PROGRAM. A CURRICULUM WAS PRODUCED PROVIDING HIGH SCHOOL STUDENTS WITH INFORMATION ABOUT THE FIELD AND THE EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES AVAILABLE IN THE AREA. OVER 20 HOSPITALS, 12 NON-PROFIT NURSING HOMES, 13 PUBLIC HEALTH DEPARTMENTS, 10 CITY DEPARTMENTS (POLICE, FIRE), 2 UNIVERSITIES, 2 VOCATIONAL SCHOOLS, 5 COLLEGES, 5 COUNTY AGENCIES, 14 NON-PROFIT AGENCIES, 3 STATE AGENCIES, AND 8 ADDITIONAL PROFESSIONALS WERE INVOLVED IN DEVELOPING THE RESULTING COURSE OF STUDY TO BE USED IN THE PROGRAM. QUESTIONNAIRES AND OTHER INSTRUMENTS, PUBLICITY, FORMS, AND SAMPLE LESSON PLANS FOR THE PROGRAM ARE INCLUDED IN THE DOCUMENT. (MU)

VT 100 962

NORTH DAKOTA VOCATIONAL EDUCATION ASSESSMENT SYSTEM. INSTRUMENT. FINAL REPORT TO RESEARCH COORDINATING UNIT ON NORTH DAKOTA VOCATIONAL EDUCATION ASSESSMENT SYSTEM.

NORTH DAKOTA UNIV., GRAND FORKS. DEPT. OF BUSINESS AND VOCATIONAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.; NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK. RESEARCH COORDINATING UNIT.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - ND 85P.

DESCRIPTORS - *STATE PROGRAMS; *PROGRAM EVALUATION; *VOCATIONAL EDUCATION; MEASUREMENT TECHNIQUES; *EDUCATIONAL ASSESSMENT; SYSTEMS DEVELOPMENT
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - DESCRIBED IS AN ASSESSMENT PROGRAM DESIGNED TO ASSIST LOCAL SCHOOLS AND INSTITUTIONS IN THE STATE OF NORTH DAKOTA IN DETERMINING SPECIFIC NEEDS OF THEIR VOCATIONAL PROGRAMS. UNDERLYING THE ASSESSMENT DESIGN IS THE BELIEF THAT EACH SCHOOL'S VOCATIONAL PROGRAM IS UNIQUE TO THE LOCAL COMMUNITY. SPECIFIC AREAS UPON WHICH ASSESSMENTS ARE PROVIDED FOR INCLUDE THE: (1) PHILOSOPHY AND OBJECTIVES, (2) CURRICULUM, (3) INSTRUCTIONAL STAFF, (4) ADMINISTRATION, (5) PHYSICAL FACILITIES AND EQUIPMENT, (6) INSTRUCTIONAL MATERIALS AND SUPPLIES, (7) GUIDANCE, (8) COMMUNITY INVOLVEMENT, (9) STUDENT ORGANIZATIONS, (10) ADVISORY COMMITTEES, (11) STUDENTS WITH

SPECIAL NEEDS, AND (12) OCCUPATIONAL EXPERIENCE. (SN)

VT 100 963
BROWN, RICHARD H.; KAPES, JEROME T.
A LONGITUDINAL STUDY OF THE LEVEL OF OCCUPATIONAL ASPIRATIONS OF YOUTH OVER THE HIGH SCHOOL YEARS.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF VOCATIONAL EDUCATION. PENNSYLVANIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, HARRISBURG.; BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
VDS-MONOGR-15
PUB DATE - OCT73 66P.

DESCRIPTORS - *OCCUPATIONAL ASPIRATION; *VOCATIONAL MATURITY; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL CHOICE; VOCATIONAL INTERESTS; GRADE 9; GRADE 10; GRADE 12
IDENTIFIERS - *VOCATIONAL DEVELOPMENT STUDY

ABSTRACT - IDEALISTIC AND REALISTIC OCCUPATIONAL ASPIRATIONS ARE EXAMINED IN THIS LONGITUDINAL STUDY OF STUDENTS IN GRADES 9 THROUGH 12. CHANGES IN THE LEVELS OF ASPIRATIONS OVER THE TIME SPAN OF THE FOUR YEARS ARE DETERMINED. MEASUREMENTS AT THE END OF GRADES 9, 10, AND 12 SUPPLY THE DATA WHICH ARE SUBJECTED TO AN ANALYSIS OF VARIANCE RESULTING IN SEVERAL FINDINGS: (1) STUDENTS DO NOT CHANGE THEIR LEVEL OF IDEALISTIC OCCUPATIONAL ASPIRATIONS BETWEEN GRADES 9, 10, AND 12, (2) A DOWNWARD CHANGE OCCURS IN LEVELS OF REALISTIC OCCUPATIONAL ASPIRATIONS WITH A STEADY DIVERGENCE BETWEEN THE IDEALISTIC AND REALISTIC LEVELS, AND (3) THE STUDY SUPPORTS THE CLASSIFICATION USED OF PREFERENCES AS IDEALISTIC AND REALISTIC. FINDINGS IMPLY A SUPPORT OF THE CONCEPT OF VOCATIONAL MATURITY AND, THEREFORE, AN IMPROVED REALISTIC VOCATIONAL CHOICE IN LATER HIGH SCHOOL YEARS AND POSTSECONDARY CLASSES. (MU)

VT 100 964
MILLER, LARRY E.; HINKLE, DENNIS
A STUDY OF THE EXPLORATORY AGRICULTURE PROGRAMS IN VIRGINIA.

VIRGINIA POLYTECHNIC INST. AND STATE UNIV., BLACKSBURG. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 38P.

DESCRIPTORS - *AGRICULTURAL EDUCATION; *CURRICULUM DEVELOPMENT; *PROGRAM EVALUATION; *EDUCATIONAL RESEARCH; *STATEWIDE PLANNING; SCHOOL SURVEYS
IDENTIFIERS - *VIRGINIA

ABSTRACT - LACK OF A CURRICULUM GUIDE, RESOURCE GUIDE, AND OVERALL GUIDANCE PROMPTED THE STATE AGRICULTURAL SCIENCE AND MECHANICS COMMITTEE TO SURVEY THE INSTRUCTORS OF EXPLORATORY AGRICULTURE PROGRAMS IN THE STATE IN ORDER TO DEVELOP OBJECTIVES, GOALS, AND RESOURCE MATERIALS FOR THE PROGRAM. OPINIONS WERE SOUGHT FROM ALL OF THE TEACHERS AND SUPERVISORS CONCERNING THE NATURE OF EXPLORATORY AGRICULTURE PROGRAMS IN VIRGINIA AND THE TEACHING MODULES SUCH A PROGRAM SHOULD INCLUDE. A QUESTIONNAIRE WAS DEVELOPED AND MAILED TO THE INVITED SAMPLE AND THE DATA RECEIVED FROM 27 USABLE RETURNS WERE COMPILED AND ANALYZED. FINDINGS LED TO THE FOLLOWING CONCLUSIONS: (1) CURRICULUM DEVELOPMENT IS NEEDED FOR THE PROGRAM, WITH WRITTEN OBJECTIVES, GUIDES, AND TEACHING MATERIALS, (2) A CAREER EDUCATION FOCUS WITH GUIDANCE, COUNSELING, AND ADEQUATE RECORD KEEPING IS RECOMMENDED, (3) WITH GROWTH OF THE PROGRAM, ADDITIONAL FUNDING WILL BE REQUIRED, AND (4) INSERVICE AS WELL AS PRESERVICE WILL BE NEEDED FOR TEACHER TRAINING IN THE AREA OF EXPLORATORY AGRICULTURE. (AUTHOR/MU)

VT 100 965
MCKINNON, BYRON E.
TOWARD ACCOUNTABILITY: GUIDANCE IN TRANSIT. RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

MESA PUBLIC SCHOOLS, ARIZ. BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-1216
PUB DATE - 01NOV73 49P.

DESCRIPTORS - *INTEGRATED CURRICULUM; *CAREER EDUCATION; *OCCUPATIONAL GUIDANCE; *VOCATIONAL COUNSELING; VOCATIONAL DEVELOPMENT; *CLASSROOM GUIDANCE PROGRAMS; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *MESA PUBLIC SCHOOLS

ABSTRACT - COVERING THE TIME PERIOD FROM FEBRUARY 21, 1972 TO AUGUST 20, 1973, THIS REPORT DESCRIBES A GUIDANCE PROGRAM INSTITUTED IN THE MESA PUBLIC SCHOOLS. AFTER QUESTIONING THE RESULTS FROM THE TRADITIONAL METHODS THAT HAD BEEN USED, THE GUIDANCE DEPARTMENT ELECTED TO BE ACCOUNTABLE LESS IN TERMS OF WHAT

WAS DONE AND MORE IN TERMS OF OBSERVABLE STUDENT BEHAVIOR. THE RESULTS ARE DOCUMENTED UNDER THE FOLLOWING GENERAL TOPICS: (1) THE APPROACH TO THE PROBLEM, (2) AN ASSESSMENT OF NEEDED CHANGE, (3) THE PLANNING PROCESS, (4) SPECIFICATIONS, (5) EVALUATIONS AND DECISIONS, AND (6) PLANS FOR THE FUTURE. WHAT HAS EMERGED IS A SERIES OF GUIDANCE UNITS BASED UPON NEED STATEMENTS. MAJOR EMPHASIS IS ON DELIVERY OF A GUIDANCE PROGRAM THROUGH THE CLASSROOM AS AN INTEGRAL PART OF THE EXISTING CURRICULUM. (AUTHOR/MU)

VT 100 966
THE IMPLEMENTATION OF A MODEL COMPETENCY BASED GRADUATE PROGRAM IN OCCUPATIONAL EDUCATION ADMINISTRATION. A PILOT PROGRAM. FINAL REPORT.

SOUTHERN ILLINOIS UNIV., CARBONDALE. DEPT. OF OCCUPATIONAL EDUCATION.
ILLINOIS STATE BOARD OF VOCATIONAL AND REHABILITATION, SPRINGFIELD. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 15SEP73 132P.

DESCRIPTORS - *PERFORMANCE BASED TEACHER EDUCATION; *INSERVICE TEACHER EDUCATION; *VOCATIONAL DIRECTORS; *VOCATIONAL EDUCATION TEACHERS; PILOT PROJECTS; *INTERNSHIP PROGRAMS; VOCATIONAL EDUCATION
IDENTIFIERS - *SOUTHERN ILLINOIS UNIVERSITY

ABSTRACT - THIS PILOT PROJECT SOUGHT TO IMPLEMENT A MODEL PROGRAM BY RECRUITING, TRAINING, OBTAINING CERTIFICATION FOR, AND PLACING EIGHT OCCUPATIONAL EDUCATION ADMINISTRATORS. IN SEPTEMBER 1972, PARTICIPANTS WERE RECRUITED TO PURSUE A GRADUATE LEVEL COMPETENCY BASED PROGRAM DESIGNED TO ACCOMPLISH THESE OBJECTIVES. EMPLOYED TEACHERS WERE NOMINATED BY THE SUPERINTENDENT OF THEIR RESPECTIVE SCHOOL DISTRICTS AND EIGHT WERE SELECTED AND ENROLLED AT SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE. THE UNIVERSITY PROVIDED SUPERVISION OF THE INTERNSHIPS, SEMINARS, AND CLASSES. THE INTERNSHIP EMBODIED 159 COMPETENCIES THAT HAD BEEN IDENTIFIED AND VALIDATED IN AN EARLIER STUDY. PARTICIPANTS RECEIVED GRADUATE CREDIT FOR THE WORK, CARRYING A FULL COURSE LOAD IN THE SUMMER SESSION. AT THE END OF THE TRAINING PERIOD ALL OF THE PARTICIPANTS HAD EARNED CERTIFICATION AND ALL BECAME EMPLOYED IN LEADERSHIP POSITIONS. (MU)

VT 100 967
LAMBERTH, EDWIN E.
PREPARING RESEARCH AND DEVELOPMENT PROJECT REPORTS FOR VOCATIONAL-TECHNICAL EDUCATION.

TENNESSEE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, KNOXVILLE.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-41
PUB DATE - JUL73 14P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *REPORTS; *RESEARCH PROJECTS; *EDUCATIONAL RESEARCH; *RESEARCH COORDINATING UNITS
IDENTIFIERS - *TENNESSEE

ABSTRACT - THIS HANDBOOK IS INTENDED TO GUIDE THE RESEARCHER IN WRITING THE FINAL REPORT FOR A RESEARCH PROJECT IN VOCATIONAL/TECHNICAL EDUCATION. SUMMARIZATIONS OF THE FOLLOWING TOPICS ARE INCLUDED: (1) REPORTING, (2) WRITING THE FINAL REPORT, (3) ANALYZING THE DATA, (4) SPECIFICATIONS, AND (5) SUBMITTING THE FINAL REPORT. THE APPENDIX CONTAINS A SAMPLE COVER LETTER AND COVER PAGE. A GUIDE FOR WRITING THE PROJECT PROPOSAL IS AVAILABLE AS VT 100 968. (MU)

VT 100 968
LAMBERTH, EDWIN E.
PREPARING RESEARCH AND DEVELOPMENT PROPOSALS FOR VOCATIONAL-TECHNICAL EDUCATION.

TENNESSEE OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, KNOXVILLE.
MF AVAILABLE IN VT-ERIC SET.
RES-SER-40
PUB DATE - SEP73 21P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *RESEARCH PROPOSALS; *RESEARCH COORDINATING UNITS
IDENTIFIERS - *TENNESSEE

ABSTRACT - ENCOURAGEMENT IS GIVEN TO THE VOCATIONAL EDUCATION COMMUNITY TO DEVELOP AND SUBMIT IDEAS FOR RESEARCH THAT WILL IMPROVE VOCATIONAL AND TECHNICAL EDUCATION IN TENNESSEE. A STEP-BY-STEP PROCEDURE FOR PREPARING A PROPOSAL FOR SUPPORT BY FEDERAL OR STATE FUNDS INCLUDES THE FOLLOWING TOPICS: (1) SERVICES AVAILABLE BY THE TENNESSEE RESEARCH COORDINATING UNIT (RCU), (2) TYPES OF PROJECTS, (3) STANDARDS, (4) PLANNING AND WRITING THE PROPOSAL, (5) SELF-EVALUATION OF YOUR WORK, (6) SUBMITTING THE PROPOSAL FOR FUNDING, AND (7) CONDUCTING THE PROJECT. THE APPENDIX PROVIDES A SAMPLE COVER PAGE AND BUDGET FORM. A RELATED DOCUMENT ON THE PROJECT

REPORT IS AVAILABLE AS VT 100 967. (MU)

VT 100 969

SMITH, BRANDON B., AND OTHERS
A SYSTEM FOR EVALUATING CAREER EDUCATION IN MINNESOTA: 1972-73. A FINAL REPORT OF EXEMPLARY PROGRAMS IN CAREER EDUCATION.

MINNESOTA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - JAN74 64P.

DESCRIPTORS - *CAREER EDUCATION; *PROGRAM EVALUATION; *FORMATIVE EVALUATION; *PROGRAM DESCRIPTIONS; STATE PROGRAMS; ACHIEVEMENT GAINS; EDUCATIONAL ASSESSMENT; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - *MINNESOTA

ABSTRACT - THIS REPORT PRESENTS THE FINDINGS OF THE FIRST YEAR'S EVALUATION OF SEVEN CAREER EDUCATION PROJECTS IN MINNESOTA. THE REPORT IS DIVIDED INTO THREE PARTS. PART I CONCERNS THE PROCESSES USED BY EACH OF THE SEVEN SCHOOL DISTRICTS TO IMPLEMENT CAREER EDUCATION CONCEPTS. PART II PRESENTS INFORMATION ABOUT THE PRODUCT OUTCOMES OF THE PROJECTS IN TERMS OF COGNITIVE ACHIEVEMENTS OF STUDENTS' CONCEPTS RELATED TO THE WORLD OF WORK. PART III DESCRIBES THE RELATIONSHIP BETWEEN THE PROCESS AND PRODUCT EVALUATION IN TERMS OF THE RELATIVE IMPACT THE PROGRAMS HAD ON THE STUDENTS. (AUTHOR/MU)

VT 100 970

ZIEGLER, ROY
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

SOUTH DAKOTA STATE DEPT. OF PUBLIC INSTRUCTION, PIERRE. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-1103
PUB DATE - 08AUG73 115P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; ELEMENTARY GRADES; SECONDARY GRADES; *EDUCATIONAL PROGRAMS; PROGRAM DESCRIPTIONS
IDENTIFIERS - *SIOUX FALLS SCHOOLS; SOUTH DAKOTA

ABSTRACT - COVERING THE TIME PERIOD FROM FEBRUARY 1972 TO AUGUST 1973, THIS FINAL REPORT CONTAINS AN ACCOUNTING OF A PROJECT TO DEVELOP A CAREER EDUCATION PROGRAM IN THE SCHOOLS OF SIOUX FALLS, SOUTH DAKOTA. OBJECTIVES, PROCEDURES, RESULTS, AN EVALUATION, AND CONCLUSIONS AND RECOMMENDATIONS ARE DETAILED. GOALS SOUGHT FOR EACH STUDENT WERE A MORE MEANINGFUL EDUCATION, A MARKETABLE SKILL, AND ADEQUATE GUIDANCE, COUNSELING, AND PLACEMENT ASSISTANCE, WITH THE USE OF COMMUNITY RESOURCES. THE PROGRAM WAS FIELD TESTED IN TWO ELEMENTARY SCHOOLS AND ONE JUNIOR HIGH SCHOOL AND EVALUATED AS SUCCESSFUL. EXTENSIVE SEPARATE APPENDIXES ARE ATTACHED PROVIDING CLASSROOM MATERIALS, INSTRUMENTS, ANALYSIS OF FINDINGS, AND A THIRD PARTY EVALUATION. (MU)

VT 100 971

COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION. FINAL REPORT.

SAN MATEO JUNIOR COLL. DISTRICT, CALIF.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; COAST COMMUNITY COLL. DIST., COSTA MESA, CALIF.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-71-0527(361)
PUB DATE - 73 62P.

DESCRIPTORS - *COOPERATIVE EDUCATION; *COMMUNITY COLLEGES; *TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; *WORK STUDY PROGRAMS; DEVELOPMENTAL PROGRAMS; JUNIOR COLLEGES
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THIS EXEMPLARY PROGRAM, DEVELOPED OVER A 3-YEAR PERIOD BY THE JOINT EFFORTS OF FIVE CALIFORNIA COMMUNITY COLLEGES AND FINANCED BY A U.S. OFFICE OF EDUCATION GRANT UNDER PART D OF THE VOCATIONAL EDUCATION ACT IS REVIEWED IN THIS FINAL REPORT. AFTER THREE YEARS (1970-1973) OF DEVELOPING AND DEMONSTRATING THREE METHODS--ALTERNATE SEMESTER, PARALLEL AND EXTENDED DAY--FOR TRAINING, RETRAINING AND UPGRADING STUDENTS, THE RESULTS HAVE BEEN BETTER THAN ORIGINAL EXPECTATIONS. TWENTY PROGRESS INDICATORS, AS A MEANS OF REPORTING ABOUT VARIOUS INNOVATIONS WITHIN THE PROJECT, ARE ELABORATED ON IN THIS REPORT AND INCLUDE SUCH TOPICS AS LAW ENFORCEMENT COOPERATIVE PROGRAMS, NEW CAREERS FOR WOMEN THROUGH COOPERATIVE EDUCATION, EMPLOYER REACTIONS TO COOPERATIVE PROGRAMS, BROCHURES ON COOPERATIVE EDUCATION, AND AN OUTSIDE EVALUATION TEAM AND ITS PROCEDURE. SUBSTANTIAL PROGRESS TOWARD THE OBJECTIVES WHICH FOCUS ON THE EFFECTIVENESS OF THE VARIOUS PROGRAMS HAS BEEN DEMONSTRATED BY THE CONSORTIUM. (AUTHOR/MU)

VT 100 972

PECK, A. DANIEL
COMMUNITY COLLEGE VOCATIONAL COOPERATIVE EDUCATION. OUTSIDE EVALUATION TEAM REPORT.

EDUCATIONAL CONSULTANTS, PALO ALTO, CALIF.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; COAST COMMUNITY COLL. DIST., COSTA MESA, CALIF.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-71-0527(361)
PUB DATE - 73 200P.

DESCRIPTORS - *COOPERATIVE EDUCATION; *COMMUNITY COLLEGES; *PROGRAM EVALUATION; *COOPERATIVE PROGRAMS; VOCATIONAL EDUCATION; TECHNICAL EDUCATION
IDENTIFIERS - *CALIFORNIA

ABSTRACT - THE COOPERATIVE EDUCATION PROJECT, UNDERTAKEN BY THE FIVE COMMUNITY COLLEGES OF THE CONSORTIUM, HAS ATTEMPTED TO ATTAIN A GROUP OF GENERAL AND SPECIFIC GOALS AND OBJECTIVES. THIS EVALUATION REPORTS ON THE EXTENT TO WHICH IT HAS MET THEM. ITS STRUCTURE IS BASED ON THREE PRIMARY GOALS: (1) CURRICULUM PATTERNS WHICH CAN BE MOST EFFECTIVE, (2) DIRECT EDUCATIONAL IMPROVEMENTS AS A RESULT OF COOPERATIVE EDUCATION, AND (3) INCREASED AWARENESS OF THE COMMUNITY COLLEGE AS AN EMPLOYMENT RESOURCE. IN THE COURSE OF THE EVALUATIVE PROCESS 15 ITEMS WHICH REPRESENT LATER EMPHASIS WITHIN THE PROJECT ARE DISCUSSED. TWO ADDITIONAL ITEMS, STUDENT OBJECTIVES AND THE CHANGING NATURE OF COOPERATIVE EDUCATION, ARE PRESENTED AS CONCOMITANT FINDINGS. (AUTHOR/MU)

VT 100 973
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-1111
PUB DATE - 13NOV73 53P.

DESCRIPTORS - *CAREER EDUCATION; *OCCUPATIONAL GUIDANCE; *VOCATIONAL COUNSELING; *STATE PROGRAMS; STATEWIDE PLANNING
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - THIS FINAL REPORT OF A PROJECT TO IMPLEMENT A CAREER EDUCATION GUIDANCE AND PLACEMENT PROGRAM IN THE SCHOOLS OF NORTH DAKOTA COVERS THE PERIOD OF TIME FROM FEBRUARY 1972 TO NOVEMBER 1973. THE GOALS AND OBJECTIVES OF THE PROJECT INCLUDE IMPROVING THE GUIDANCE AND COUNSELING SERVICES TO ALL NORTH DAKOTA HIGH SCHOOL STUDENTS; ESTABLISHING PLACEMENT SERVICES, OCCUPATIONAL RESOURCE CENTER, AND A GUIDANCE PROGRAM FOR DROPOUTS; AND DEVELOPING A MODEL VOCATIONAL GUIDANCE PROGRAM WITH OCCUPATIONAL EXPOSURE AND ORIENTATION EXPERIENCES FOR SECONDARY STUDENTS. PROCEDURES THAT WERE FOLLOWED, RESULTS AND ACCOMPLISHMENTS, EVALUATIONS, AND CONCLUSIONS AND RECOMMENDATIONS ARE GIVEN. APPENDIXES CONTAIN INSTRUMENTS USED IN THE JOB PLACEMENT PROGRAM, THE DAY-ON-THE-JOB PROGRAM, AND THE FOLLOWUP PROGRAM. (MU)

VT 100 974
VERMONT CAREER EDUCATION MODEL, WINDSOR NORTHWEST SCHOOL DISTRICT. FINAL REPORT. DISSEMINATION REPORT. EVALUATION REPORT.

NEW ENGLAND RESOURCE CENTER FOR OCCUPATIONAL EDUCATION, NEWTON, MASS.; WINDSOR NORTHWEST SCHOOL DISTRICT, ROCHESTER, VT.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; VERMONT STATE DEPT. OF EDUCATION, MONTPELIER. DIV. OF VOCATIONAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0887
PUB DATE - 73 115P.

DESCRIPTORS - *INTEGRATED CURRICULUM; *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - *WINDSOR NORTHWEST SCHOOL DISTRICT; VERMONT

ABSTRACT - THIS FINAL REPORT OF A PROGRAM TO INTRODUCE CAREER EDUCATION INTO THE WINDSOR NORTHWEST SCHOOL DISTRICT IN VERMONT DOCUMENTS THE OBJECTIVES, PROCEDURES, EVALUATIONS, AND CONCLUSIONS OF THE PROGRAM CARRIED ON FROM JANUARY 1972 TO JULY 1973. RESULTS INCLUDE AN INCREASE IN PLACEMENT SERVICES, IMPROVED COOPERATION AND INFORMATION SHARING BETWEEN THE AREA VOCATIONAL CENTER AND THE SENDING SCHOOLS, INCREASED COMMUNITY INVOLVEMENT IN THE PROJECT, AND EVIDENCE OF THE INTEGRATION OF CAREER EDUCATION CONCEPTS INTO THE ON-GOING EDUCATIONAL PROGRAM, ESPECIALLY AT THE ELEMENTARY LEVEL. AN EVALUATION REPORT AND A SAMPLING OF ACTIVITIES ARE BOUND SEPARATELY AND INCLUDED AS PART OF THE DOCUMENT. (AUTHOR/MU)

VT 100 975
EXPANDED VOCATIONAL EDUCATION PROGRAM FOR DISADVANTAGED YOUTH: OCCUPATIONAL GUIDANCE K-12 COMPREHENSIVE CENTER FOR OCCUPATIONAL EDUCATION. INTERIM

REPORT. EVALUATION.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - AUG73 350P.

DESCRIPTORS - *CAREER EDUCATION; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *VOCATIONAL COUNSELING; *VOCATIONAL DEVELOPMENT; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS REPORT DOCUMENTS THE GUIDANCE PROGRAM FOR DISADVANTAGED YOUTH IN THE OMAHA PUBLIC SCHOOLS FROM SEPTEMBER 1972 TO SEPTEMBER 1973. GOALS, PROCEDURES, AND ACCOMPLISHMENTS ARE DETAILED AND A SEPARATELY BOUND THIRD PARTY EVALUATION REPORT IS INCLUDED. RECOMMENDATIONS CONCERN STAFFING, STUDENTS, CURRICULUM MATERIALS, INSERVICE TRAINING, FIELD TRIPS, AND COURSE MATERIALS. PLANS FOR A COMPREHENSIVE OCCUPATIONAL CENTER APPEARED TO BE UNREALISTIC LOGISTICALLY AND RECOMMENDATIONS WERE MADE THAT ITS OBJECTIVES BE IMPLEMENTED THROUGH THE LOCAL SCHOOLS WITH THE GUIDANCE OF THE RESOURCE TEACHERS THERE. (AUTHOR/MU)

VT 100 976
PERKINS, LAWRENCE H.
THE EVALUATION OF A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT FOR GRADES K-12 IN ORANGE COUNTY, FLORIDA. (AN INTERIM EVALUATION OF A DEVELOPING PROGRAM). FINAL REPORT.

WEST FLORIDA UNIV., PENSACOLA.
FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. DIV. OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 72P.

DESCRIPTORS - *DEMONSTRATION PROJECTS; PROJECTS; *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; SECONDARY GRADES; ELEMENTARY GRADES; *PROGRAM EVALUATION; VOCATIONAL EDUCATION; COMPREHENSIVE PROGRAMS
IDENTIFIERS - *FLORIDA

ABSTRACT - ASSESSED IN THIS FINAL REPORT IS THE EFFECTIVENESS OF A CAREER DEVELOPMENT PROGRAM IMPLEMENTED IN GRADES K-12 OF THE ORANGE COUNTY, FLORIDA PUBLIC SCHOOLS. A TOTAL OF FOUR COMPONENTS COMPOSED THE PILOT DEMONSTRATION PROJECT. THOSE COMPONENTS WERE: (1) THE OCCUPATIONAL ORIENTATION COMPONENT, (2) THE JOB CLUSTER EXPLORATION COMPONENT, (3) THE JOB SKILLS SPECIALIZATION PROJECT, AND (4) THE OCCUPATIONAL GUIDANCE, COUNSELING, COOPERATIVE WORK EXPERIENCE, AND PLACEMENT SERVICE COMPONENT. (SN)

VT 100 977
LONGLEY, FREDERICK, ED.
INDUSTRIAL RELATIONS THESES AND DISSERTATIONS. 1972. ACCEPTED AT 26 UNIVERSITIES.

CANADIAN DEPT. OF LABOUR, OTTAWA. LIBRARY.
COMMITTEE OF UNIVERSITY INDUSTRIAL RELATIONS LIBRARIANS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAY74 64P.

DESCRIPTORS - *BIBLIOGRAPHIES; BIBLIOGRAPHIC CITATIONS; PUBLICATIONS; *DOCTORAL THESES; *MASTERS THESES; RESEARCH; *INDUSTRIAL RELATIONS; *EMPLOYER EMPLOYEE RELATIONSHIP

ABSTRACT - DIVIDED INTO THREE PARTS, THIS BIBLIOGRAPHY LISTS THE THESES AND DISSERTATIONS WRITTEN IN THE AREA OF INDUSTRIAL RELATIONS DURING THE 1972 ACADEMIC YEAR. DOCUMENTS INCLUDED WERE RECEIVED FROM 26 INSTITUTIONS OF HIGHER EDUCATION AND COOPERATING INDUSTRIAL RELATIONS CENTERS AND ALLIED UNIVERSITY RESEARCH ORGANIZATIONS. LISTED IN ALPHABETICAL ORDER BY KEY WORD OF FORWARDING INSTITUTION, THE ENTRIES INCLUDE THE ADDRESSES OF THE PARTICIPATING INDUSTRIAL RELATIONS CENTERS, THE NAMES OF THE LIBRARIANS AND/OR THESIS LIST COMPILERS, AND INFORMATION ON PHOTOGRAPHIC REPRODUCTIONS AND INTER-LIBRARY LOAN PROCEDURES. (SN)

VT 100 978
THE CONTEMPORARY ROLE OF PROPRIETARY INSTITUTIONS IN VOCATIONAL EDUCATION IN MASSACHUSETTS. FINAL REPORT OF STAGE I OF A TWO-STAGE RESEARCH PROJECT.

MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION, BOSTON.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR74 150P.

DESCRIPTORS - ADVISORY COMMITTEES; *RESEARCH PROJECTS; *EDUCATIONAL ASSESSMENT; *PROPRIETARY SCHOOLS; *VOCATIONAL EDUCATION; PRIVATE SCHOOLS
IDENTIFIERS - *MASSACHUSETTS

ABSTRACT - THIS DOCUMENT SUMMARIZES THE PROCEDURES AND

FINDINGS OF THE FIRST PHASE OF A STUDY CONDUCTED BY THE MASSACHUSETTS ADVISORY COUNCIL ON EDUCATION CONCERNING PROPRIETARY INSTITUTIONS AND THEIR ROLE IN PROVIDING VOCATIONAL TRAINING FOR STUDENTS. SPECIFICALLY, THE STUDY SOUGHT TO ANSWER THE QUESTIONS: (1) WHAT IS THE ROLE OF PROFITMAKING INSTITUTIONS IN A MIXED PUBLIC/PRIVATE SECTOR SUCH AS VOCATIONAL EDUCATION, (2) HOW DOES THE TRAINING MARKET RESPOND TO THE NEEDS OF THE LABOR MARKET AND THE ECONOMY, (3) HOW DO STUDENTS MAKE DECISIONS TO TRAIN, AND (4) WHAT IS THE ROLE OF TRAINING IN RELATIONSHIP TO SOCIAL MOBILITY AND INCOME DISTRIBUTION. PRESENTED ARE: (1) AN ANALYSIS OF THE DEVELOPMENT OF INITIAL EFFORTS TO QUANTITATIVELY ANALYZE THE PROPRIETARY MARKET AND ITS EFFECTS ON THE GRADUATES, AND (2) AVAILABLE DATA ON THE SCOPE AND VARIETY OF PROPRIETARY SCHOOLS AND THEIR RELATIONSHIP TO PUBLIC AND NON-PROFIT PROGRAMS. (SN)

VT 100 979
MODEL CAREERS PROGRAM. FINAL REPORT.

TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE. DIV. OF VOCATIONAL-TECHNICAL EDUCATION.
BUREAU OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0737
PUB DATE - 18SEP73 120P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *EDUCATIONAL PROGRAMS; *PROGRAM DESCRIPTIONS; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *MEMPHIS PUBLIC SCHOOLS

ABSTRACT - COVERING THE TIME PERIOD FROM JANUARY 4, 1972 TO JULY 3, 1973, THIS FINAL REPORT DESCRIBES A PROJECT TO INTEGRATE CAREER ORIENTATION MATERIALS INTO THE MEMPHIS SCHOOLS, DEVELOP A SERIES OF OCCUPATIONAL EXPERIENCES LINKING SCHOOL TO WORK, ENCOURAGE POTENTIAL DROPOUTS TO STAY IN SCHOOL, AND PREPARE THOSE WHO LEAVE OR GRADUATE WITH SKILLS FOR ENTRY-LEVEL EMPLOYMENT. GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS, A THIRD PARTY EVALUATION, AND CONCLUSIONS ARE DETAILED. (MU)

VT 100 980
RAWSON, WILBUR
AN EXEMPLARY PROGRAM IN OCCUPATIONAL EDUCATION IN TYPICAL KANSAS RURAL, RURAL-URBAN AND URBAN SETTINGS. CONDUCTED AT KANSAS CITY, LAWRENCE, AND CLAY CENTER. FINAL REPORT.

KANSAS STATE DEPT. OF EDUCATION, TOPEKA. DIV. OF VOCATIONAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-5179
PUB DATE - 73 250P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *STATEWIDE PLANNING; *PROGRAM DESCRIPTIONS; VOCATIONAL EDUCATION; PROGRAM EVALUATION
IDENTIFIERS - *KANSAS

ABSTRACT - THIS FINAL REPORT, COVERING THE TIME PERIOD FROM JANUARY 1, 1971 TO JUNE 30, 1973, SUMMARIZES AN EXEMPLARY PROGRAM TO INTRODUCE CAREER EDUCATION INTO THREE KANSAS PROJECT SITES: KANSAS CITY, CLAY CENTER, AND LAWRENCE, WHICH ARE REPRESENTATIVE OF THE SCHOOLS IN THE STATE. INDIVIDUAL REPORTS FROM THE PROJECT SITES AND FROM THE COOPERATING STATE UNIVERSITY ARE INCLUDED. GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS, AND AN INTERNAL EVALUATION ARE DETAILED. RECOMMENDATIONS CONCERN FUNDING, TEACHER TRAINING, CURRICULUM REVISION, JOB ENTRY TRAINING, COUNSELING, PROVISIONS FOR ADDED EVALUATIVE DEVICES, AND ADDED DISSEMINATION OF CAREER EDUCATION TO STUDENTS, PARENTS, AND COMMUNITY. (MU)

VT 100 981
MCMINN, JAMES H.
THE CAREER-CENTERED CURRICULUM FOR THE VOCATIONAL COMPLEXES IN MISSISSIPPI. FINAL REPORT.

MISSISSIPPI STATE BOARD FOR VOCATIONAL EDUCATION, JACKSON.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-70-5177(361)
PUB DATE - JUN73 225P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL CHOICE; VOCATIONAL COUNSELING; CURRICULUM DEVELOPMENT; OCCUPATIONAL INFORMATION
IDENTIFIERS - *MISSISSIPPI; OCCUPATIONAL EXPLORATION

ABSTRACT - COVERING THE PERIOD OF JULY 1970 TO JULY 1973, THIS FINAL REPORT DESCRIBES A PROGRAM TO PROVIDE GUIDELINES FOR THE DEVELOPMENT OF CAREER-CENTERED CURRICULUM IN MISSISSIPPI.

EMPHASIS WAS PLACED ON DEMONSTRATING THAT EXPLORATORY EXPERIENCES ARE ESSENTIAL INGREDIENTS IN THE EDUCATIONAL EXPERIENCE OF ALL STUDENTS IF THEY ARE TO ARRIVE AT SOUND CAREER DECISIONS. PROCEDURES, RESULTS, AND EVALUATIONS ARE REVIEWED AND RECOMMENDATIONS MADE FOR EACH YEAR WITH THE CONCLUSION THAT THE THIRD YEAR HAD PRESENTED FEWER PROBLEMS AND A HIGHER DEGREE OF INSTRUCTIONAL SOPHISTICATION AND OPERATION WHICH HAS LENT ITSELF TO STUDENTS MAKING A MORE SOUND PRIMARY JOB SELECTION AND CAREER CHOICE. (AUTHOR/MU)

VT 100 982
THE WASHOE COUNTY SCHOOL DISTRICT SEQUENTIAL APPROACH TO VOCATIONAL EDUCATION (SAVE). FINAL REPORT.

NEVADA UNIV., RENO. COLL. OF EDUCATION.; NEVADA STATE DEPT. OF EDUCATION, CARSON CITY. DIV. OF VOCATIONAL-TECHNICAL AND ADULT EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEC-0-70-4782(361)
PUB DATE - 73 60P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; PROGRAM DESCRIPTIONS; EDUCATIONAL PROGRAMS; ELEMENTARY GRADES; SECONDARY GRADES; POST SECONDARY EDUCATION
IDENTIFIERS - *PROJECT SAVE; WASHOE COUNTY SCHOOL DISTRICT; NEVADA

ABSTRACT - DESCRIBING PROJECT SAVE (SEQUENTIAL APPROACH TO VOCATIONAL EDUCATION) THIS FINAL REPORT COVERS THE PROCEDURES INVOLVED IN INTRODUCING NEW ELEMENTS OF CAREER AND VOCATIONAL EDUCATION INTO THE WASHOE COUNTY SCHOOL DISTRICT OF NEVADA. DEVELOPMENT AND INSTALLATION OF VARIOUS COMPONENTS INTO THE ELEMENTARY, MIDDLE SCHOOL, HIGH SCHOOL, AND POSTSECONDARY LEVELS ARE DESCRIBED AND THE EVALUATOR'S REPORT IS INCLUDED. STATISTICAL DATA AND NEWS RELEASES APPEAR IN APPENDIXES A AND B. APPENDIX C, THE PRODUCTS OF THE PROJECT, IS A SET OF CURRICULUM GUIDES WHICH ARE AVAILABLE IN THE AIM SECTION OF THIS ISSUE AS VT 100 907. APPENDIX D IS MISSING. (MU)

VT 100 983
CAREER EXPLORATION RESEARCH AND DEVELOPMENT PROJECT. GRADES 1-6. FINAL REPORT.

BOISE CITY INDEPENDENT SCHOOL DISTRICT, IDAHO.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.; IDAHO STATE BOARD FOR VOCATIONAL EDUCATION, BOISE.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0769
PUB DATE - 30JUN73 111P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; EDUCATIONAL PROGRAMS; *ELEMENTARY GRADES
IDENTIFIERS - *BOISE CITY INDEPENDENT SCHOOL DISTRICT; CAREER EXPLORATION

ABSTRACT - COVERING THE TIME PERIOD OF JANUARY 1, 1972 TO JUNE 30, 1973, THIS FINAL REPORT DOCUMENTS THE PROGRESS OF A PROJECT TO INTRODUCE CAREER EDUCATION CONCEPTS INTO THE ELEMENTARY GRADES OF THE BOISE CITY INDEPENDENT SCHOOL DISTRICT. GOALS AND OBJECTIVES FOCUS ON THE ELEMENTARY COMPONENT, THE GUIDANCE AND COUNSELING COMPONENT, AND THE RESEARCH AND DEVELOPMENT REQUIREMENTS. PROCEDURES ARE REPORTED FOR THE CURRICULUM UNITS AND GUIDANCE UNITS AND A THIRD PARTY EVALUATION IS INCLUDED. RECOMMENDATIONS DEAL WITH AN EXPANSION OF THE PROGRAM WITH MORE SCHOOLS INVOLVED, CLASSROOM ACTIVITIES EMPHASIZED, AND PERSONNEL ADDED. (MU)

VT 100 984
A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK. FINAL REPORT.

NORTH DAKOTA STATE BOARD FOR VOCATIONAL EDUCATION, BISMARCK.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-70-4752(361)
PUB DATE - 31AUG73 118P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *VOCATIONAL EDUCATION; *EDUCATIONAL PROGRAMS; *PROGRAM DESCRIPTIONS; ELEMENTARY EDUCATION; SECONDARY EDUCATION
IDENTIFIERS - *NORTH DAKOTA

ABSTRACT - THIS FINAL REPORT DESCRIBES A PROJECT FROM JULY 1970 TO ITS COMPLETION SEPTEMBER 1973 IN NORTH DAKOTA, INTENDED TO PROVIDE CAREER EDUCATION EXPERIENCE AND INFORMATION TO STUDENTS, TEACHERS, PARENTS, AND COMMUNITY AND TO INTEGRATE CAREER EDUCATION CONCEPTS INTO THE CURRICULUM. GOALS, PROCEDURES, ACCOMPLISHMENTS, EVALUATIONS, CONCLUSIONS, AND RECOMMENDATIONS ARE SUMMARIZED. MORE THAN 6,000

STUDENTS PARTICIPATED IN CLASSROOM ACTIVITIES AND OVER 2,800 TEACHERS PARTICIPATED IN INSERVICE PROGRAMS. GUIDELINES AND CURRICULUM MATERIALS WERE DEVELOPED AND INTENSIVE TRAINING PROGRAMS PROVIDED JOB ENTRY SKILLS FOR THOSE WHO HAD LEFT SCHOOL UNPREPARED FOR WORK. RECOMMENDATIONS DEAL WITH FUNDING, COMMUNITY INVOLVEMENT, INSERVICE PROGRAMS, AND INTEGRATION OF CAREER EDUCATION INTO THE CURRICULUM. (MU)

VT 100 985
REGIONAL CAREER EDUCATION DEVELOPMENT PROJECT: KENTUCKY VOCATIONAL EDUCATION REGION 3. FINAL REPORT.

KENTUCKY VOCATIONAL EDUCATION REGION 3, OWENSBORO.; WESTERN KENTUCKY UNIV., BOWLING GREEN. OFFICE OF OCCUPATIONAL AND ADULT EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0727
PUB DATE - 30JUN73 150P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *OCCUPATIONAL GUIDANCE; *VOCATIONAL EDUCATION; EDUCATIONAL PROGRAMS; INTEGRATED CURRICULUM; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *KENTUCKY VOCATIONAL EDUCATION REGION 3

ABSTRACT - DESCRIBING THE PROJECT FROM JANUARY 3, 1972 THROUGH JUNE 30, 1973, THIS DOCUMENT IS THE FINAL REPORT OF A PROJECT TO DEVELOP A MODEL FOR CAREER EDUCATION PROGRAMS IN KENTUCKY. GOALS, PROCEDURES, ACTIVITIES, EVALUATIONS, AND RECOMMENDATIONS OF AN EXEMPLARY PROGRAM ARE INCLUDED. STRENGTHS AND WEAKNESSES OF THE PROGRAM ARE EXAMINED. RECOMMENDATIONS ARE DIRECTED TOWARD PROPOSAL WRITING, PROGRAM MANAGEMENT, CURRICULUM, JOB PLACEMENT, VOCATIONAL PROGRAMS, AND GUIDANCE PERSONNEL. (MU)

VT 100 986
VAN TRIES, ROBERT P.
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-1572
PUB DATE - 14SEP73 44P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; STATEWIDE PLANNING; *EDUCATIONAL PROGRAMS
IDENTIFIERS - *MINNESOTA

ABSTRACT - COVERING THE TIME PERIOD FROM MARCH 15, 1972 TO SEPTEMBER 14, 1973, THIS REPORT DESCRIBES HOW DIFFERENT MODELS OF CAREER EDUCATION WERE DEVELOPED AND IMPLEMENTED IN EIGHT SEPARATE SCHOOL DISTRICTS IN MINNESOTA. GOALS AND PROCEDURES WERE DIRECTED TOWARD ELEMENTARY, SECONDARY, AND POSTSECONDARY GRADE LEVELS. INSERVICE TEACHER TRAINING, CURRICULUM MATERIALS DEVELOPMENT, AND COMMUNITY INVOLVEMENT WERE USED TO ACCOMPLISH THE OBJECTIVES. A PROCESS EVALUATION SYSTEM INCORPORATED OPTICAL SCANNING OF PRINTOUTS AND RECORDS FOR FEEDBACK TO TEACHERS AND SPECIAL INSTRUMENTS TO ASSESS STUDENT OUTCOMES. A THIRD PARTY EVALUATION WAS CONTRACTED FOR AND USED TO DETERMINE THE REQUIREMENTS OF A SUCCESSFUL PROGRAM: ADEQUATE ADMINISTRATIVE SUPPORT, PROJECT DIRECTION ON LOCAL, STATE, AND FEDERAL LEVELS, TEACHER INSERVICE TRAINING, AND SCHOOL TIME FOR CURRICULUM MATERIALS DEVELOPMENT. (MU)

VT 100 987
THE CAREER EDUCATION MODEL UTILIZED BY THE MINNESOTA STATE DIVISION OF VOCATIONAL-TECHNICAL EDUCATION. FINAL EVALUATION REPORT.

EDUCATIONAL MANAGEMENT SERVICES, INC., MINNEAPOLIS, MINN.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.; MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - SEP73 70P.

DESCRIPTORS - *CAREER EDUCATION; *DEVELOPMENTAL PROGRAMS; *PROGRAM EVALUATION; *FORMATIVE EVALUATION; STATEWIDE PLANNING
IDENTIFIERS - *MINNESOTA

ABSTRACT - THIS REPORT IS ONE OF TWO PREPARED AS A THIRD PARTY EVALUATION OF A CAREER EDUCATION MODEL USED BY THE MINNESOTA STATE DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL EDUCATION. THE STATE DEPARTMENT HAS FUNDED EIGHT EXEMPLARY PROJECTS THROUGHOUT MINNESOTA: ONE IN AN AGRICULTURAL, THREE IN SUBURBAN, AND FOUR IN INDUSTRIAL-AGRICULTURAL COMMUNITIES. THE SEVEN PARTICIPATING PROJECTS ARE EVALUATED HERE. SEVERAL ACTIVITIES WERE UNDERTAKEN TO OBTAIN DATA FOR THIS FORMATIVE EVALUATION. TWO SITE VISITS TO EACH PROJECT LOCATION, SELECTED MEETINGS WITH OFFICIALS AND DIRECTORS, AND REVIEWS OF PROJECT PROPOSALS, REPORTS, PROCEDURES, AND INSTRUMENTS USED HAVE BEEN COMPLETED. RECOMMENDATIONS RELATE TO A NUMBER OF CONCEPTUAL AREAS OF THE EVALUATION: (1) DESIGN, (2) CONTEXT, (3) MANAGEMENT, (4) INSTRUCTION, (5) COSTS, (6) INTERNAL EVALUATIONS, AND (7) DOCUMENTATION. A SUMMATIVE EVALUATION OF THE MODEL IS AVAILABLE AS VT 100 988. (AUTHOR/MU)

VT 100 988
SMITH, BRANDON B.
A SYSTEM FOR EVALUATING CAREER EDUCATION IN MINNESOTA: 1972-73. A FINAL REPORT.

MINNESOTA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, MINNEAPOLIS.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - FEB74 55P.

DESCRIPTORS - *CAREER EDUCATION; *FORMATIVE EVALUATION; *SUMMATIVE EVALUATION; *PROGRAM EVALUATION; *DEVELOPMENTAL PROGRAMS; STATEWIDE PLANNING
IDENTIFIERS - *MINNESOTA

ABSTRACT - THIS FINAL EVALUATION OF SEVEN PARTICIPATING PROJECTS IN THE MINNESOTA CAREER EDUCATION MODEL PRESENTS THE FINDINGS OF THE FIRST YEAR'S EVALUATION AND SUMMATIVE EVALUATIONS. EACH OF THE PROJECTS PROPOSED UNIQUELY DIFFERENT WAYS FOR IMPLEMENTING CAREER EDUCATION. THE MINNESOTA RCU DESIGNED AND OPERATED A SYSTEM OF FORMATIVE AND SUMMATIVE EVALUATION TO ASSESS THE PROCESSES USED TO IMPLEMENT CAREER EDUCATION AS WELL AS TO ASSESS THE IMPACT THE PROGRAM HAD ON STUDENTS. DIFFERENCES IN INSTRUCTION WERE IN TERMS OF SUPPORT SERVICES AND AMOUNT OF TIME DEVOTED TO INSTRUCTION AND PREPARATION. FINDINGS SUGGEST THAT ALTHOUGH REAL DIFFERENCES IN THE PROJECTS WERE SHOWN TO EXIST, ONLY SMALL DIFFERENCES IN ACHIEVEMENT AMONG STUDENTS WERE FOUND AMONG THE PROJECTS. A RELATED DOCUMENT IS AVAILABLE AS VT 100 987. (AUTHOR/MU)

VT 100 989
TUTTLE, FRANCIS
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

OKLAHOMA STATE BOARD FOR VOCATIONAL EDUCATION, STILLWATER. DIV. OF TECHNICAL EDUCATION.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0750
PUB DATE - 30JUN73 198P.

DESCRIPTORS - *CAREER EDUCATION; *INTEGRATED CURRICULUM; *PROGRAM DESCRIPTIONS; *PROGRAM EVALUATION; *DEVELOPMENTAL PROGRAMS
IDENTIFIERS - OKLAHOMA; *SAND SPRINGS PUBLIC SCHOOLS

ABSTRACT - COVERING THE TIME PERIOD FROM JANUARY 3, 1972 TO JUNE 30, 1973, THIS FINAL REPORT DESCRIBES A PROGRAM DESIGNED TO IMPLEMENT A K-12 CAREER EDUCATION MODEL IN THE SAND SPRINGS PUBLIC SCHOOLS IN OKLAHOMA. THREE MAJOR AREAS OF EMPHASIS INCLUDED THE ACQUISITION OF DEVELOPMENT OF CURRICULUM MATERIALS, ORIENTATION OF STAFF, PARENTS, AND COMMUNITY, AND INITIATION OF CAREER EDUCATION ACTIVITIES WITHIN THE CURRENT SCHOOL SYSTEM. DETAILS OF THE PROCEDURE FOLLOWED, RESULTS ACCOMPLISHED, METHODS OF EVALUATION BY AN OUTSIDE TEAM, AND CONCLUSIONS REACHED ARE DESCRIBED. CONCLUSIONS AND RECOMMENDATIONS CONCERN THE NEED FOR ADMINISTRATIVE SUPPORT, PROGRAM PUBLICITY, COMMUNITY INVOLVEMENT, INSERVICE TRAINING, AND INSTRUCTIONAL MATERIALS. A LONGITUDINAL STUDY IS SUGGESTED AS A MEANS OF DETERMINING THE CUMULATIVE EFFECTS OF CAREER EDUCATION. (MU)

VT 100 990
GENTRY, DON
NEW ALBANY-FLOYD COUNTY CAREER EDUCATION PROJECT. FINAL REPORT.

INDIANA STATE BOARD OF VOCATIONAL EDUCATION, INDIANAPOLIS.
BUREAU OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION (DHEW/OE), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-1193
PUB DATE - 30SEP73 250P.

DESCRIPTORS - *CAREER EDUCATION; *PILOT PROJECTS; *INTEGRATED CURRICULUM; VOCATIONAL DEVELOPMENT; PROGRAM DESCRIPTIONS; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *NEW ALBANY FLOYD COUNTY SCHOOL CORPORATION; INDIANA

ABSTRACT - COVERING THE TIME PERIOD OF JANUARY 1, 1972 TO JUNE 30, 1973, THIS FINAL REPORT DESCRIBES A PROJECT TO IMPLEMENT THE INDIANA CAREER EDUCATION MODEL INTO THE NEW ALBANY-FLOYD COUNTY SCHOOL CORPORATION. THE REPORT DESCRIBES THE PROGRAM GOALS AND OBJECTIVES, PROCEDURES, RESULTS AND ACCOMPLISHMENTS AND EVALUATIONS BY A 3-MEMBER TEAM FROM THE WYOMING STATE DEPARTMENT OF EDUCATION. CONCLUSIONS REACHED BY ANALYZING BOTH INTERNAL AND THIRD-PARTY EVALUATIONS INDICATE THAT SUCCESS CLEARLY OUTWEIGHED

THE PROBLEMS OF THE PROJECT. AT THE COMPLETION OF THE PROGRAM, TEACHER ATTITUDES TOWARD CAREER EDUCATION CONCEPTS WERE POSITIVE, ALL SIX PILOT SCHOOLS HAD FULLY INTEGRATED, AND PLANS FOR THE SECOND YEAR WERE COMPLETED. (AUTHOR/MU)

VT 100 991
SAVILLE, GEOFFREY G.
CURRICULUM SPECIALISTS' SEMINAR. FINAL REPORT.

WISCONSIN UNIV. - STOUT, MENOMONIE. CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION. WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON. RESEARCH COORDINATING UNIT.; OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 31JUL73 120P.

DESCRIPTORS - *SEMINARS; *SPECIALISTS; *INSTITUTES (TRAINING PROGRAMS); *EDUCATIONAL PROGRAMS; INTERPERSONAL COMPETENCE; TEACHER IMPROVEMENT; ROLE PERCEPTION
IDENTIFIERS - *CURRICULUM SPECIALISTS; WISCONSIN

ABSTRACT - THIS STUDY DESIGNED, IMPLEMENTED, AND EVALUATED A SET OF LEARNING EXPERIENCES TO HELP CURRICULUM SPECIALISTS IN WISCONSIN INCREASE THEIR COMPETENCIES. THE LEARNING EXPERIENCES WERE VALIDATED BY ONE HUNDRED PARTICIPANTS IN A 3-DAY SEMINAR HELD AT THE UNIVERSITY OF WISCONSIN-STOUT IN JUNE 1973. EVALUATION OF THE SEMINAR INDICATED THAT THE CURRICULUM SPECIALISTS FOUND THE LEARNING EXPERIENCES RELEVANT TO THEIR NEEDS AND A CAREFUL FOLLOWUP HAS INDICATED A HIGH DEGREE OF COMMITMENT ON THE PART OF THE CURRICULUM SPECIALISTS TO APPLY THE SEMINAR ACTIVITIES ON THE JOB. OBSERVATIONS BY THE SEMINAR STAFF INDICATE THAT THE CURRICULUM SPECIALISTS WERE ABLE TO CLARIFY THEIR OWN ROLES AND IMPROVE THEIR "PEOPLE ASSISTING" AND LEADERSHIP SKILLS AND ATTITUDES AS A RESULT OF ATTENDING THE SEMINAR. (AUTHOR/MU)

VT 100 992
HALCROMB, VERN
A PROFILE OF VOCATIONAL EDUCATORS: PRELIMINARY REPORT. 1974.

CALIFORNIA UNIV., LOS ANGELES. DIV. OF VOCATIONAL EDUCATION. CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SERVICES.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 74 92P.

DESCRIPTORS - SURVEYS; *STATE SURVEYS; *VOCATIONAL EDUCATION TEACHERS; *TRADE AND INDUSTRIAL TEACHERS; *TEACHER BACKGROUND; TEACHER QUALIFICATIONS; *EDUCATIONAL RESEARCH

ABSTRACT - INTENDED AS A REFERENCE SOURCE FOR THOSE PERSONS CHARGED WITH CREATING DELIVERY SYSTEMS FOR VOCATIONAL EDUCATION, THIS PUBLICATION DOCUMENTS THE PROCEDURES AND RESULTS OF A STUDY WHICH SOUGHT TO ESTABLISH A DESCRIPTIVE PROFILE OF TRADE AND INDUSTRIAL ARTS TEACHERS IN THE STATE OF CALIFORNIA. THE RESPONSES OF SOME 9,784 PERSONS WERE UTILIZED IN THE SURVEY. INCLUDED AMONG THE FINDINGS ARE THE FOLLOWING: (1) SENIOR HIGH SCHOOLS AND COMMUNITY COLLEGES EMPLOY 81 PERCENT OF ALL VOCATIONAL EDUCATORS, AND (2) THE AVERAGE VOCATIONAL EDUCATOR HOLDS A BACHELOR'S DEGREE, HAS ACCUMULATED SEVERAL GRADUATE CREDITS, AND HAS 10.2 YEARS OF TEACHING EXPERIENCE AND 10.5 YEARS OF WORK OF EXPERIENCE IN OCCUPATIONS RELATED TO HIS AREA OF TEACHING. (SN)

VT 100 993
DAVIS, DICK
CAREER BOUND SERVICE HANDBOOK. SUMMER, 1972.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION. OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 28JUL72 41P.

DESCRIPTORS - *GUIDES; MANUALS; *PROGRAM GUIDES; *CAREER EDUCATION; ELEMENTARY GRADES; SECONDARY GRADES; *VOCATIONAL DEVELOPMENT
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THIS PUBLICATION IS ONE OF A SERIES OF GUIDES DEVELOPED BY PARTICIPANTS AT A WORKSHOP SPONSORED BY THE OMAHA PUBLIC SCHOOL SYSTEM DURING THE SUMMER OF 1972. THE PURPOSE OF THE WORKSHOP WAS TO DESIGN A MORE COMPREHENSIVE CAREER EDUCATION PROGRAM AIMED AT INCREASING DISADVANTAGED YOUTHS' AWARENESS OF THE WORLD OF WORK. THIS PARTICULAR DOCUMENT CONTAINS INFORMATIONAL DATA ABOUT THE CAREER BOUND SERVICE PROGRAM SUCH AS: (1) JOB DESCRIPTIONS OF STAFF MEMBERS, (2) THE BUDGET, AND (3) MEMBERSHIP CARDS FOR STUDENT PARTICIPANTS. OTHER INCLUSIONS WERE THE MINI COURSES DEVELOPED FOR USE IN THE PROGRAM, A SUMMARY OF THE TESTS USED, A SCHEDULE OF PROGRAM ACTIVITIES, A COPY OF THE TWO DAY INSERVICE WORKSHOP HELD, RECOMMENDATIONS, AND HIGHLIGHTS OF AREAS OF EMPHASIS IN THE THREE-PHASE PROGRAM. (SN)

VT 100 994
COMMUNITY OCCUPATIONAL RESOURCE INDEX. VOLUMES I AND II.

OMAHA PUBLIC SCHOOLS, NEBR. DEPT. OF VOCATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-71-4661(361)
PUB DATE - 72 400P.

DESCRIPTORS - INDEXES (LOCATERS); *CAREER EDUCATION; *BIOGRAPHIES; *OCCUPATIONAL CLUSTERS; DISADVANTAGED YOUTH; VOCATIONAL DEVELOPMENT; ELEMENTARY GRADES; SECONDARY GRADES
IDENTIFIERS - *OMAHA PUBLIC SCHOOLS

ABSTRACT - THE RESULTS OF EFFORT BY PARTICIPANTS IN THE OMAHA PUBLIC SCHOOL SPONSORED 1972 CAREER EDUCATION WORKSHOP, THIS TWO-VOLUME INDEX IS AN EXTENDED ATTEMPT BY SCHOOL PERSONNEL TO IMPROVE THE CAREER EDUCATION PROGRAM FOR DISADVANTAGED YOUTH. PROVIDED ARE TESTIMONIALS AND BIOGRAPHIES OF PERSONS HOLDING JOBS IN 15 OCCUPATIONAL CLUSTERS. THOSE CLUSTERS INCLUDE: (1) AGRI-BUSINESS, (2) BUSINESS AND OFFICE OCCUPATIONS, (3) COMMUNICATION AND MEDIA, (4) CONSTRUCTION, (5) CONSUMER AND HOMEMAKING RELATED OCCUPATIONS, (6) ENVIRONMENTAL OCCUPATIONS, (7) THE FINE ARTS AND HUMANITIES, (8) HEALTH OCCUPATIONS, (9) HOSPITALITY AND RECREATION, (10) MANUFACTURING, (11) MARINE SCIENCE, (12) MARKETING AND DISTRIBUTION, (13) PERSONAL SERVICES, (14) TRANSPORTATION, AND (15) PUBLIC SERVICES. (SN)

VT 100 995
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION.; NORWALK BOARD OF EDUCATION, CONN.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH.
MF AVAILABLE IN VT-ERIC SET.
OEG-0-72-0763
PUB DATE - 06JUL73 253P.

DESCRIPTORS - *CAREER EDUCATION; *VOCATIONAL DEVELOPMENT; *PROGRAM DESCRIPTIONS; *INTEGRATED CURRICULUM; ELEMENTARY GRADES; SECONDARY GRADES; MIDDLE SCHOOLS
IDENTIFIERS - *NORWALK PUBLIC SCHOOLS; CONNECTICUT

ABSTRACT - THIS CAREER EDUCATION PROGRAM FOR THE NORWALK, CONNECTICUT SCHOOLS WAS COMPOSED OF THREE SEQUENTIAL UNITS, ELEMENTARY, MIDDLE SCHOOL, AND HIGH SCHOOL PLUS A GUIDANCE AND COUNSELING COMPONENT. EACH COMPONENT IS DESCRIBED IN RELATION TO OBJECTIVES, ACTIVITIES, AND TECHNIQUES. COUNSELING AND GUIDANCE GAVE SUPPORT TO THE CAREER EXPLORATION AND THE DEVELOPMENT OF SELF CONCEPTS FOR STUDENTS IN THE MIDDLE SCHOOLS AND JOB PREPARATION IN THE HIGH SCHOOLS. THE ELEMENTARY COMPONENT STUDIED THE COMMUNITY FROM VARIOUS VIEWPOINTS WITH A VARIETY OF TECHNIQUES. JOB EXPLORATION IN THE MIDDLE SCHOOLS AND PREPARATION IN THE HIGH SCHOOLS WERE PURSUED BY AUDIO-VISUAL PRESENTATION, INDUSTRY FIELD TRIPS, AND CLASSROOM SIMULATION. (MU)

VT 100 996
MAVA (MASSACHUSETTS ASSOCIATION OF VOCATIONAL ADMINISTRATORS) 1972 SUMMER WORKSHOPS AND PROFESSIONAL IMPROVEMENT PROJECT. FINAL REPORT.

MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON. DIV. OF OCCUPATIONAL EDUCATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR73 65P.

DESCRIPTORS - *VOCATIONAL EDUCATION TEACHERS; *VOCATIONAL DIRECTORS; *STAFF IMPROVEMENT; *SUMMER WORKSHOPS; *TEACHER WORKSHOPS
IDENTIFIERS - *MASSACHUSETTS ASSOCIATION OF VOCATIONAL ADMINISTRATORS; MAVA

ABSTRACT - AS AN EXPERIMENT IN PROFESSIONAL DEVELOPMENT, THE MASSACHUSETTS ASSOCIATION OF VOCATIONAL ADMINISTRATORS (MAVA) OFFERED 20 WORKSHOPS FOR VOCATIONAL EDUCATORS IN THE SUMMER OF 1972 TO REPLACE THE TRADITIONAL WEEK-LONG SUMMER CONFERENCE. THE WORKSHOPS, HELD AT VARIOUS VOCATIONAL SCHOOLS THROUGHOUT THE STATE, LASTED FOUR DAYS. PART I OF THIS FINAL REPORT GIVES GENERAL INFORMATION ABOUT THE PLANNING AND ADMINISTRATION OF THE PROGRAM, THE EVALUATION FORMAT AND RESULTS, AND RECOMMENDATIONS. PART II DESCRIBES EACH WORKSHOP AND GIVES NAMES OF PARTICIPANTS. SAMPLE HANDOUT MATERIALS, SAMPLE PUBLICITY, ADMINISTRATIVE MATERIALS FOR USE BY FUTURE HOST SCHOOL DIRECTORS, AND PARTICIPANT EVALUATION QUESTIONNAIRES ARE APPENDED. (AUTHOR/MU)

VT 100 997
LONG, THOMAS E.

DETERMINATION OF THE BASIC MATHEMATICS SKILL NEEDS AND THE NEED FOR MATHEMATICS REMEDIATION FOR SECONDARY VOCATIONAL EDUCATION STUDENTS.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK.
PENNSYLVANIA STATE DEPT. OF EDUCATION, HARRISBURG. BUREAU OF VOCATIONAL, TECHNICAL, AND CONTINUING EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - APR73 148P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *EDUCATIONAL NEEDS; *MATHEMATICS; *PRACTICAL MATHEMATICS; *REMEDIAL MATHEMATICS; TABLES (DATA)

ABSTRACT - THIS STUDY HAS DETERMINED WHICH BASIC MATHEMATICS SKILLS ARE NECESSARY FOR SUCCESS IN VARIOUS SECONDARY VOCATIONAL PROGRAMS AND WHICH NEED MOST REMEDIAL ATTENTION FOR STUDENTS ENTERING VOCATIONAL PROGRAMS. PROJECT DATA FOR THE 122 TABLES IN THE REPORT WILL PROVIDE GUIDANCE FOR VOCATIONAL TEACHERS AND ADMINISTRATORS, COUNSELORS, MATHEMATICS TEACHERS, AND CURRICULUM SPECIALISTS. DATA WILL BE USEFUL IN COUNSELING PREVOCATIONAL STUDENTS AND HELPFUL IN IDENTIFYING THE NEED FOR REMEDIAL PROGRAMS FOR VOCATIONAL STUDENTS. THE 122 TABLES OF DATA CONSTITUTE MOST OF THE BODY OF THE REPORT. SURVEY INSTRUMENTS AND A LISTING OF VOCATIONAL SPECIALITIES ARE APPENDED. (AUTHOR/MU)

VT 100 998
LUCAS, STEPHEN R., AND OTHERS
THE DEVELOPMENT AND EVALUATION OF LEARNING ACTIVITY PACKAGES: FOCUS ON OCCUPATIONAL EDUCATION.

NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. OCCUPATIONAL RESEARCH UNIT.; NORTH CAROLINA UNIV., GREENSBORO. DEPT. OF BUSINESS AND DISTRIBUTIVE EDUCATION.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - 73 67P.

DESCRIPTORS - *PERFORMANCE CRITERIA; *DISTRIBUTIVE EDUCATION; *PERFORMANCE SPECIFICATIONS; EVALUATION; *VOCATIONAL EDUCATION; PERFORMANCE; *CURRICULUM DEVELOPMENT
IDENTIFIERS - *LEARNING ACTIVITY PACKAGES; LAP

ABSTRACT - LEARNING ACTIVITY PACKAGES ARE EXAMINED IN THEIR USE FOR DISTRIBUTIVE EDUCATION CURRICULUM IN THIS REPORT ON THEIR DEVELOPMENT IN COMPETENCY BASED CURRICULUMS. THE FUNDAMENTAL CONCEPTS UNDERLYING COMPETENCY BASED EDUCATION ARE APPLIED TO VOCATIONAL EDUCATION BY IDENTIFYING AND ANALYZING THE JOB, ESTABLISHING COMPETENCY STATEMENTS, MONITORING STUDENT PROGRESS, AND TESTING FOR OCCUPATIONAL PROFICIENCY. NUMEROUS PROBLEMS, ILLUSTRATIVE MATERIALS, FIGURES, AND EXAMPLES FROM DISTRIBUTIVE EDUCATION CLARIFY THE CONCEPTS OF THE MONOGRAPH. (MU)

VT 100 999
KENNEDY, DAVE, AND OTHERS
CREATE TOMORROW...TODAY. AN ENERGY AWARENESS PROGRAM OF THE WASHINGTON STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

WASHINGTON OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA.
MF AVAILABLE IN VT-ERIC SET.
PUB DATE - MAR74 85P.

DESCRIPTORS - *TEACHING GUIDES; EDUCATIONAL PROGRAMS; STATE PROGRAMS; *ENERGY CONSERVATION; *CONSERVATION EDUCATION; ENVIRONMENTAL EDUCATION; *LEARNING ACTIVITIES; INSTRUCTIONAL MATERIALS; SECONDARY GRADES; ELEMENTARY GRADES
IDENTIFIERS - *WASHINGTON

ABSTRACT - THIS DOCUMENT IS PART OF A STATEWIDE EFFORT TO DEVELOP AMONG STUDENTS AN AWARENESS OF THE LIMITED ENERGY SUPPLY SURROUNDING THEM, AND TO PROVIDE THEM WITH A SOUND INFORMATIONAL BASE UPON WHICH TO MAKE FUTURE DECISIONS ABOUT THEIR LIVELIHOODS AS WELL AS THE LIVELIHOODS OF OTHERS. PRESENTED ARE GUIDELINES AND INSTRUCTIONAL CONCEPTS, MATERIALS, AND METHODS TO AID IN THE FACILITATION OF INSTRUCTION. SPECIFIC CONTENTS INCLUDE, IN ADDITION TO AN INTRODUCTION, THE FOLLOWING INFORMATIONAL SECTIONS: (1) INDIVIDUAL AND GROUP ACTIVITIES FOR SECONDARY SCHOOL STUDENTS, (2) A DATA BANK, COMPLETE WITH GRAPHS AND CHARTS SHOWING ENERGY RELATED CAREERS AND ECONOMIC TRENDS, (3) RESOURCES WHICH MAY BE USED IN THE TEACHING PROCESS, (4) AN EVALUATION BLANK FOR RECORDING ACTIVITIES ENGAGED IN DURING ENERGY AWARENESS WEEK, AND (5) A LISTING OF LEARNING ACTIVITIES FOR USE WITH ELEMENTARY STUDENTS. (SN)

VT 101 000
YOUNG, DARIUS R.; MACHINSKI, A. V

AN HISTORICAL SURVEY OF VOCATIONAL EDUCATION IN CANADA.

ALBERTA UNIV., EDMONTON.
DOCUMENT NOT AVAILABLE IN VT-ERIC SET.
CANADIAN VOCATIONAL ASSOCIATION,

251 BANK ST., SUITE 207, OTTAWA,
ONTARIO.
PUB DATE - ND 71P.

DESCRIPTORS - *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *HISTORICAL REVIEWS; *LITERATURE REVIEWS
IDENTIFIERS - *CANADA

ABSTRACT - IN NARRATIVE FORM, THIS DOCUMENT TRACES THE PROGRESS OF VOCATIONAL EDUCATION IN CANADA FROM THE SEVENTEENTH CENTURY TO THE PRESENT. CONTENTS INCLUDE THE ORIGINS OF VOCATIONAL EDUCATION IN CANADA, FEDERAL AID BEGINNING IN 1913, DEVELOPMENTS AFTER 1940, CURRENT LEGISLATION AND PROGRAMS, AND FUTURE PROJECTIONS. (MU)

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1971 ANNUAL EVALUATION REPORT OF THE TENNESSEE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION.
VT 100 168 6
CENTRAL STATES REGIONAL CONFERENCE: ADVISORY COUNCILS FOR VOCATIONAL EDUCATION.
VT 100 187 11
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VT 100 927 804
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FARM MANAGEMENT EDUCATION RECORD ANALYSIS SYSTEMS RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.
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OUTREACH FOR URBAN INNER CITY YOUTH. INTERIM REPORT.
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SPAN: AN ACCELERATED PROJECT FOR A SYSTEMS PROGRAM APPROACHING NON-UNEMPLOYMENT OF VOCATIONAL STUDENTS. EVALUATION REPORT, 1972-73.
VT 100 953 812
FACILITATING CAREER DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY, II. FINAL REPORT.
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TOWARD ACCOUNTABILITY: GUIDANCE IN TRANSIT. RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.
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VT 100 976 820
THE EVALUATION OF A COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR CAREER DEVELOPMENT FOR GRADES K-12 IN ORANGE COUNTY, FLORIDA. (AN INTERIM EVALUATION OF A DEVELOPING PROGRAM). FINAL REPORT.

VT 100 979 821
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VT 100 980 821
AN EXEMPLARY PROGRAM IN OCCUPATIONAL EDUCATION IN TYPICAL KANSAS RURAL, RURAL-URBAN AND URBAN SETTINGS. CONDUCTED AT KANSAS CITY, LAWRENCE, AND CLAY CENTER. FINAL REPORT.

VT 100 981 821
THE CAREER-CENTERED CURRICULUM FOR THE VOCATIONAL COMPLEXES IN MISSISSIPPI. FINAL REPORT.

VT 100 982 822
THE WASHOE COUNTY SCHOOL DISTRICT SEQUENTIAL APPROACH TO VOCATIONAL EDUCATION (SAVE). FINAL REPORT.

VT 100 983 822
CAREER EXPLORATION RESEARCH AND DEVELOPMENT PROJECT. GRADES 1-6. FINAL REPORT.

VT 100 984 822
A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION FOR THE CHANGING WORLD OF WORK. FINAL REPORT.

VT 100 985 823
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VT 100 986 823
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION. FINAL REPORT.

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VTP 1416
Title: Consumer Education Curriculum.

Developer: Dennis Lupher-Supervisor, Consumer Economics, Ohio State Department of Education; George Tarbuck-Assistant Superintendent, Perry Local Schools; Karen Heath-Consultant, Consumer Economics, Ohio State Department of Education
Institution: Ohio State Department of Education, Columbus
Sponsor: Ohio State Department of Education, Columbus
Duration: From July 1973 To January 1975

Description of Project: The course of study is intended, as a basic guide for educators in the area of consumer economic education K-12. Objectives specified will be: (1) understanding the principals of our economic system and the ways the system affects and is affected by the individual and the family; (2) understand the role and responsibilities of the consumer, producer and citizens of our economy; (3) develop the ability to make choices among alternatives; (4) obtain greater satisfaction and benefits through utilization of economic resources; (5) recognize, evaluate, and use sources of consumer information and resources. Included in the format are student objectives, concepts, teacher strategies, supplement aids and consumer education bibliography. Experienced teachers from various disciplines, consumer education coordinators, state staff and university personnel attending summer workshops will assist in writing the units of study including (1) The Consumer and the Economic System, (2) Roles, Rights, and Responsibilities, (3) Labor in the Marketplace, (4) Consumer Education, (5) Consumer Behavior Determinants, and (6) Community Resources.

VTP 1417
Title: Product Installation and Evaluation.

Developer: Joseph F. Blake
Institution: Millersville State College, Millersville, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1974 To June 1975

Description of Project: Workshops for administrators and teachers from schools selected to participate in a model-building program of curriculum installation and evaluation will be conducted on Millersville State College campus during July and August 1974. Data collection and analysis will continue throughout the 1974-1975 school year as distributive education teacher-participants implement and react to a curriculum designed to provide learning activity packages for students. The program will be monitored by VEIN and Bureau of Vocational Education staff members to determine the effectiveness of installation methodology and techniques under specific conditions. The process is expected to result in an adaptive model for new vocational education curriculum and instructional techniques.

VTP 1418
Title: Forecasting the Future Food Service World of Work.

Developer: Thomas F. Powers
Institution: The Pennsylvania State University, University Park, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1973 To June 1977

Objectives: On the basis of a seven-month planning study and literature search, an interrelated set of optimistic scenarios and a set of pessimistic senarios will be used to construct models of the future food service world of work in order to facilitate vocational-technical curriculum planning. When reasonable forecasts of types of jobs likely to exist is completed, it will be appropriate to ask what the discernable knowledge bases are that would support work in such positions. Once such a knowledge base is identified, it becomes possible to work with relative speed toward identifying appropriate learning experiences and student behaviors. It is anticipated, however, that the time available in the coming year will permit only a broad blocking out of knowledge base areas and will leave to the future the development of detailed curricular guides and student materials.

VTP 1419

Title: Development of a Job-Opportunity Based Planning Model for High School Vocational Agriculture Programs.

Developer: Richard F. Stinson
Institution: The Pennsylvania State University, University Park, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1974 To June 1975

Description of Project: The project will involve development of a model for high school vocational agriculture programs based on the job opportunities existing within the geographic area where graduates will seek their first job. The model will be competency-based. Upon completion of the project, the model will be published and disseminated. The use of the model will be explained in four regional vocational agriculture teacher workshops. The general design is to develop the model on the basis of surveys of vocational agriculture graduates, agriculture businesses, competency studies and current research on program development; and to explain the model's use through one-day seminars.

VTP 1420

Title: Data Instrument Development for Accounting Program Improvement Study.

Developer: Adele F. Schrag
Institution: Temple University, Philadelphia, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1974 To June 1977

Description of Project: Three phases of this study are perceived, although this proposal is submitted for Phase I only. The problem of Phase I is twofold: (1) to construct and test observation and interview instruments which will produce valid and reliable data when used in observing on-the-job accounting and computing occupation workers to identify specific tasks performed and the frequency of performance, as well as the standard of performance required for task performance; and (2) to stratify the businesses in the five-county Delaware Valley Area by industry by size in order to select the sample population to be employed in Phase II and III. To gain an understanding of Phase I, it is essential to review the other phases. Later, Phase II will be concerned with the actual observations and interviews as a means of producing a list of competencies, including task and standard of performance, to be classified according to dominant domain and level of domain in order that a hierarchy of performance goals may be constructed. Phase III will include the identification and construction of multi-media learning experiences for the performance goals and testing of these materials in schools in the five-county area in terms of goal attainment. The major purpose of the three phases is to develop a multi-level accounting and computing sequence and to initiate the development of structured learning experiences.

VTP 1421

Title: Continuation and Diffusion of a Model Occupational-Oriented Curriculum.

Developer: David G. Minnis
Institution: Northwest Tri-County Intermediate Unit #5, Erie, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1972 To June 1975

Description of Project: The project will diffuse and implement existing computer resource curriculum units around occupational clusters. The student-centered program intends to expand the opportunities for students in grade 9 to discover and explore the occupational roles into which they will enter upon making a tentative commitment to vocational specialization. This discovery and exploration will take the form of actual experiences as well as through the use of sophisticated simulation equipment, while at the same time developing the needed academic skills. The end result will be that a student will enter into the vocational specialization level with a more rational basis for choice.

VTP 1422
Title: An In-Service, Preservice Vocational Development Strategy.

Developer: Michael A. Ciavarella
Institution: Shippensburg State College, Shippensburg, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1973 To June 1976

Description of Project: The purpose of the project is to develop an in-service, preservice plan designed to implement vocational development by involving a state college, a local school district, an area vocational-technical school, a state department of education and other appropriate agencies and personnel. The basic design of the project will involve these steps: (1) A three-week summer workshop on vocational development will be held involving 50 teachers from Big Spring School District. The workshop will be conducted at Big Spring High School and will begin on August 5, 1974 and end August 23, 1974. (2) A series of interaction activities will be included to involve both in-service and preservice teachers in the development of career education strategies and curriculum materials. (3) A cooperative arrangement will be implemented whereby a state college, a local school district, a state agency, an area technical school, and in-service and preservice teachers all interact in a concentrated effort to effect vocational development strategies.

VTP 1423
Title: A Project to Improve Career Education.

Developer: Henry F. Durand
Institution: McKeesport Area School District, McKeesport, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education via Research Coordinating Unit
Duration: From July 1972 To June 1975

Description of Project: The project is based upon the school-based model of career education developed under the sponsorship of the U.S. Office of Education. The project provides career education in grades 7-12. Career exploration will be developed in grades 7-9 and preparation in grades 10-12. There is a heavy emphasis on counseling on careers, field experience, a career resource center and a placement officer as components of the project.

VTP 1424
Title: Instructional Program Development for Selected Occupational Areas.

Developer: Homer L. Horton
Institution: Jeff-Tech (AVTS), Reynoldsville, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education
Duration: From July 1973 To June 1975

Description of Project: Occupational areas dealt with in the project are auto mechanics; building trades; carpentry; electrical construction; food services; laboratory technology; and metal fabrication. Products resulting from project activities include: (1) Analysis of each occupational area; (2) Synthesis of skills and information to provide instructional programs for 1,000 hours of training for each occupational area; (3) Clear identification of manipulative skills described verbally and with graphic illustrations; (4) Preparation of operations sheets, job sheets, information sheets, and assignment sheets; and (5) Materials written for use with secondary and adult students.

VTP 1425
Title: Course of Study Development for Trade and Industrial Programs.

Developer: Harry M. Kraft
Institution: Pennsylvania State University, University Park, Pennsylvania
Sponsor: Pennsylvania Bureau of Vocational Education
Duration: From July 1972 To June 1976

Description of Project: Course of study

and job sheets for T & I programs listed below, for use with secondary and adult students, will be produced by the project. (1) Bricklaying, (2) Commercial Art, (3) Plumbing, (4) Radio and Television, (5) Textile Production and Fabrication, (6) Materials Handling, (7) Painting and Decorating, (8) Drafting, (9) Carpentry, (10) Appliance Repair, (11) Building Trades Maintenance, (12) Graphic Arts, (13) Brick Masonry, (14) Sheet Metal, (15) Automotive Body and Fender, (16) Machine Shop Practice, (17) Diesel Mechanics, (18) Automotive Mechanics, (19) Welding, (20) Building Construction Trades, (21) Heating, (22) Air Conditioning/Refrigeration, (23) Millwork and Cabinetmaking, (24) Electrical (General) and (25) Electronics Technology.

VTP 1426
Title: TAC - Career Awareness Cards (Suggested) Sequential Guidelines K-6.

Developer: Kenn Charlesworth and Marie Jantos
Institution: Rutgers Curriculum Laboratory, Edison, New Jersey
Sponsor: Bureau of Occupational Research Development
Duration: From July 1974 to September 31, 1974

Description of Project: For grades K-6, language arts, science, social studies and math subject areas, the project will (a) Determine major concepts generally taught on each grade level for each discipline; (b) Provide 4-5 appropriate activities for each concept; and (c) Place each activity on a 5 x 8 card (key sortable), such cards will include the following information: (1) concept, (2) activity, (3) supplies, (4) equipment, (5) career awareness ideas, (6) related topics, and (7) bibliography (student and teacher).

VTP 1427
Title: Carpentry Analysis Project.

Developer: Gerald F. Day and Dennis Serschback
Institution: Industrial Education Department, University of Maryland
Sponsor: Maryland State Department of Education, Division of Vocational Education
Duration: From July, 1974 To January, 1975

Description of Project: The objectives of the project are (1) to conduct an extensive state-of-art search of the literature dealing with the field of performanced-based carpentry instruction; (2) to secure detailed, valid, and authoritative job information in the field of carpentry; (3) to analyze and synthesize current task analyses and inventories being used in the field; (4) to generate a carpentry task inventory in modular form to be used by classroom teachers; (5) to validate the resultant carpentry task inventory; (6) to publish a source listing of current related projects and resources in performance-based carpentry. Procedures to accomplish the objectives are: (1) State Department of Education, trade associations, professional societies, state and federal agencies, colleges and universities, and other sources will be contacted to gather current related information in the field of performance-based carpentry instruction. Books, periodicals, papers, dissertations, and other technical and related literature will also be examined in order to become familiar with the current state-of-the-art. The purpose of this step is to see what has been and is being done in the field. (2) All literature received from sources will be analyzed and synthesized in order to generate a composite and valid task inventory. The task inventory will be organized in modular form in order to facilitate for individual instruction by the classroom teacher. (3) The task inventory will be validated by a panel of experts identified jointly by the Maryland State Department of Education, Division of Vocational Education and the Industrial Education Department, University of Maryland. (4) A source listing in the form of an annotated bibliography will be published. All related curriculum projects discovered by the researchers, in addition to already published reports, guides, task inventories, etc., will be included. (5) Additional feedback and validation will take place during the school year 1974-75. Federal funds total $4,755.00.

CURRICULUM MANAGEMENT CENTERS DIRECTORY

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VTP 1428
Title: Development and Implementation of Career Education in the Public Schools of Virginia.

Initiator: S. P. Johnson
Institution: Virginia State Department of Education, Richmond
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 30, 1974

Objectives: (1) To assemble, review and catalogue materials that have been prepared on career education by USOE, State Departments of Education and other educational institutions and agencies, (2) To provide leadership within the State Department of Education and involve all divisions of the Department that deal with instruction, student guidance and special services, in the planning, developing, and implementing of the career education program, (3) To plan and conduct an in-service training program on career education for local school administrators, teachers, and other local school personnel, (4) To develop and disseminate instructional materials to local school divisions, and (5) To assist local school divisions in developing and initiating a program of career education.
Methodology: (1) A full-time supervisor of career education will be appointed by the State Superintendent of Public Instruction, (2) A full-time clerk stenographer will be employed, and (3) The Supervisor of Career Education will be under the supervision of the Assistant Superintendent for Instruction or his designated representative. Federal funds total $29,404.00.

VTP 1429
Title: The Establishment of Baseline Data on Students Leaving George Washington High School Through Graduation or Dropping-Out; 1970-1974 as a Basis for Future Follow-Up.

Initiator: Larry R. Hillard
Institution: Danville Public School, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1975

Objectives: To conduct a five-year follow-up survey of graduates and drop-outs to allow these people an opportunity to answer questions which will give the school information for future programs and philosophies and to get baseline data for future follow-up.
Methodology: A survey instrument will be mailed to all graduates and drop-outs from 1970 to 1974 inclusive. The survey information will then be disseminated and the data gathered will be used in the division to modify and revise existing programs and plan for future programs. Federal funds total $2,594.00.

VTP 1430
Title: Career Development Counseling with Video Tape Recording (CDC-VTR)

Initiator: No data
Institution: New Kent County Schools
Sponsor: Virginia State Department of Education, Richmond
Duration: September 1, 1974 Through June 10, 1975

Objectives: To determine if Video Tape Recording can enhance counseling techniques in establishing the operational "self image" of seventh grade students in the areas of Career Education and Vocational Education.
Methodology: One hundred students will be randomly selected from seventh grade students enrolled in Industrial Arts and Home Economics programs. Students will be pre-tested and post-tested, utilizing the Career Maturity Inventory in an effort to determine the effected counseling through structured interviews. The experimental group will receive structured counseling and Video Taped Recordings. Results of significance difference, if any, will be tested by the T-Distribution and T-Tests at the .05 level of confidence. Federal funds total $1,396.00.

VTP 1431
Title: Five Year Follow-Up of Albermarle High School Graduates.

Initiator: Suzanne T. Mawyer

Institution: County of Albermarle, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1974

Objectives: (1) To determine where 1969 graduates are now working, (2) To determine what percentage of 1969 graduates attended and/or graduated from college and major field of study, (3) To determine what percentage of students continued in the field for which they were trained in high school, (4) To determine how many graduates entered fields included in the various vocational areas but were not trained in the similar high school vocational program, (5) To determine how many students graduated from a high school vocational program and entered/graduated from college, and (6) To determine how many students who graduated from a high school vocational program changed fields from which they were trained.
Methodology: (1) A list of names and addresses of 1969 graduates will be secured from the permanent files in the high school, (2) A questionnaire will be devised to meet the above stated objectives, (3) The questionnaire will be mailed to the graduates, (4) Plans will be made for the request that the questionnaire be forwarded in case the graduate has changed locations, (5) As questionnaires are received and completed, the graduate's name will be checked off, (6) After a reasonable length of time after the mailing, a follow-up will be done on those graduates not yet responding, (7) This follow-up will be done by telephone, additional questionnaires and other such methods, (8) When 85% of the questionnaires are in, tabulations will be started, and (9) The final report, with conclusions and recommendations will be prepared, duplicated and distributed to interested and necessary parties. Federal funds total $2,000.00.

VTP 1432
Title: Teacher Use of Career Counseling Modules in Developing Career Awareness.

Initiator: Joseph Carpenter
Institution: Alleghany County School Board, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: September 9, 1974 Through May 30, 1975

Objectives: To increase the 8th grade student's knowledge and awareness of his/her self as well as his/her career options. Further, to enable the student to identify relationships between his/her personal activities, interests and values, and the available career options, thus providing the framework for self-direction.
Methodology: (1) Administer appraisal instruments, i.e., Ohio Vocational Interest Survey Career Maturity Inventory, include first several packets which will enable the student to explore his personal interests, values, abilities, as well as introduce an over-view of the various career clusters, (2) A number of packets designed for individual and small group work for students with common interests in various clusters, (3) Materials will be structured to assist the student in identifying the skills, social characteristics, and preparatory experiences that would enhance success in these vocational areas, and (4) Administer the post-test evaluation instruments. Implement concluding packets in synthesizing relationships between his potential vocational goals and his personal capabilities, interests and values. Federal funds total $2,498.00.

VTP 1433
Title: A Project to Provide Student Orientation and Public Information on the Vocational Education Program in Appomattox County.

Initiator: R. B. Carter
Institution: Appomattox County School Division, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: September 3, 1974 Through June 30, 1975

Objectives: By the end of the 1974-75 school session, 90% of the students in grades 6-11 will have information which will enable them to make more realistic vocational course decisions as demonstrated by a questionnaire which each student will

be asked to complete.
Methodology: A camera will be used to take slides (2H) of the instructional programs in vocational education. Special attention will be given to taking slides that will depict the skills that are being developed in each of the various vocational offerings. Also slides will be made of the various youth activities of the vocational clubs. After gathering the slides, a screening will be made to select those slides which will clearly show the instructional program, skill developments, and youth activities of the vocational education program. A narrative presentation will then be written to go along with the selected slides to describe the vocational offerings in Appomattox County. Special attention will be given in the narrative description to relating the offerings to career decisions. The slides will be arranged in order of presentation and a recording will be made of the narrative description by the director of vocational education. This recording will be made on special equipment that is shown on the equipment needs in the budget for use in the orientation program for students. A different narrative description will be written for the programs that are to be presented to the civic and faculty groups. The director of vocational education will train several other vocational educators to give the presentation to groups when it will be impossible for him to make a group presentation. Federal funds total $2,353.00.

VTP 1434
Title: Activities Relating to Recruiting and Selecting Vocational Students.

Initiator: Ronald L. Iler
Institution: Henry County Public Schools, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1975

Objectives: (1) To increase initial enrollments in the vocational programs offered by the Henry County secondary schools, (2) To reduce the drop-out rate of initial enrolees in vocational programs in order to hold more students for successful completion of the vocational program they have selected, and (3) To provide criteria and guidelines for the selection of vocational students who have the potential to successfully complete the program which they have chosen.
Methodology: (1) To secure data relating to techniques used by other school divisions in the state to solve the enrollment problem stated above. This data is to be secured through requests for procedures and sample of materials produced along with questionnaires relative to the effectiveness of these techniques, (2) The development and production of descriptive brochures for vocational programs offered in the Henry County schools and an evaluation of the effectiveness of these brochures in the recruitment of vocational students, (3) The development of a student visitation program (students from various high schools to visit vocational programs not offered in their home school) and an evaluation of the effectiveness of this program as it relates to student recruitment, (4) The development of a slide and tape sound program to be used with student, civic, and parent groups and an evaluation of this program to determine its effectiveness as a tool to develop interest in vocational education, (5) Development and evaluation of parental visitation to vocational programs to determine the effectiveness of parental interest on the vocational recruitment program, (6) Develop student questionnaires to use as a measure in determining which of the techniques listed above have the most influence on students in making a decision to enroll in vocational courses, and (7) To review, select, and administer standardized pre-vocational aptitude and interest tests to determine their effectiveness as tools to determine the potential success of students enrolled in vocational programs. Federal funds total $2,700.00.

VTP 1435
Title: Assessment of the Impact of Vocational Media on Russell County Sophomores.

Initiator: Larry A. Massie
Institution: Russell County Vocational School, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1975

Objectives: To determine student awareness of vocational school curriculum.
Methodology: (1) The project director and his staff will develop a testing instrument during the period July 1, 1974-August 1, 1974. The instrument will consist of a maximum of twenty multiple-choice questions. This instrument will serve as both the pre-test and post-test. (2) Procurement of project equipment and supplies will take place during the period July 1, 1974-September 1, 1974. (3) The pre-test will be administered at all Russell County High schools during October, 1974. (4) A status report will be prepared and submitted by December 31, 1974. (5) The media orientation package will be developed by the project director and his staff during the period, September 1, 1974-April 15, 1975. The package will consist of a synchronized sound/slide presentation, overhead transparencies, VICA film, video tape presentation, and a question-answer session. The package will be developed in two sessions. The first will be at the feeder high schools and the second will be at the vocational school. The various methods of presentation will undergo experimentation to determine content of each of the two sessions. The Cumberland Plateau Planning Commission has agreed to serve as consultant in developing this package. This agency has demonstrated expertise in developing programs of a similar nature. (6) The post-test will be given in May, 1975 at the feeder high schools. (7) The data will be tabulated and evaluated by May 31, 1975. (8) A final report will be prepared and submitted by June 10, 1975. Federal funds total $3,000.00.

VTP 1436
Title: Coordinated Curricular Strategies for a Countywide K-12 Vocational Program in Agriculture.

Initiator: R. H. Ely
Institution: Washington County Public Schools, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 1, 1975

Objectives: (1) Promote coordination between curricular efforts of the different agricultural specializations, (2) Provide a meaningful orientation, then exploration, then skill experience in agriculture, (3) Orient the curricular approach into "modules" of instruction, and (4) Eliminate redundancy in the agricultural instruction program.
Methodology: The curricular outline and "modules" will be developed by the 11 county agriculture teachers under the leadership of the county director of vocational education and a vocational curriculum specialist (consultant). Federal funds total $2,250.00.

VTP 1437
Title: Public Information on Vocational Education.

Initiator: Linville G. Reed
Institution: Wise County Schools
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1975

Objectives: (1) To provide materials to be used for career guidance, (2) To make public aware of the total vocational programs in the division, (3) To renew drop-out interest in vocational training, and (4) To make adults aware of the re-training possibilities.
Methodology: The summer months will be used to purchase the equipment needed for this project and test it for proper operation. While waiting for the equipment to arrive the narrative portion of the program will be written. As soon as the school year is under way several slides will be made of activities needed to depict the programs available in the system. Proper equipment has been included in the equipment list to show the slides without the light being obstructed by viewers and the sound system is of such type that it can electronically be keyed to change slides as needed to

coincide with the narrative portion on the tape. This program will be placed in the schools and places of business as soon as it is completed. Public relations and public information is something most difficult to measure. However, we will be alert for changes in our enrollment, growth patterns in each vocational service and attitude changes toward vocational education. Federal funds total $1,655.00.

VTP 1438
Title: Vocational In-Service for Secondary Guidance Counselors.

Initiator: Elizabeth Charlton
Institution: York County Public Schools, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 10, 1975

Objectives: To have counselors become more aware of vocational offerings in the community, to be informed of vocational programs, and to have experiences in selecting and guiding potential vocational students.
Methodology: These objectives will be met by having counselors instructed in the types of vocational programs available, visit various establishments where students work in the community and, have laboratory simulations of counseling sessions. Federal funds total $2,932.00.

VTP 1439
Title: Career Opportunities in Transportation.

Initiator: Beverly C. deGraw
Institution: Harrisonburg City Schools, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: September 1, 1974 Through June 1, 1975

Objectives: (1) To develop a six week unit plan on transportation to be one part of the eighteen week seventh grade industrial arts program at Thomas Harrison Junior High School, (2) To develop a list of materials and supplies necessary to teach the above unit, (3) To develop a list of local resource persons and a list of agencies and institutions which can provide resource material on transportation, and (4) To develop appropriate slide programs to supplement and enhance the unit of instruction.
Methodology: (1) Meet with the State Supervisor of Industrial Arts, (2) Visit selected Junior High and Middle Schools to view other transportation programs, (3) Develop a rough outline for the unit plan, (4) Request resource materials from various sources and make a list of those who provide the most appropriate material, (5) Interview persons from local industries and government agencies to develop a list of resource persons, (6) Visit the Smithsonian Institute and Federal Aviation Agency and other appropriate Federal and State agencies to collect audio and visual materials on transportation, (7) Develop slide presentations from the resources collected, (8) Develop finished unit plan, (9) Select a committee of interested vocational educators to review the plan, and (10) Submit a final report to the Coordinator of Vocational Education Research and Statistical Information. Federal funds total $1,455.00.

VTP 1440
Title: Design for a One-Semester Curriculum for Exploratory Business.

Initiator: Kay M. Fleshman
Institution: Portsmouth City Schools
Sponsor: Virginia State Department of Education, Richmond
Duration: August 1, 1974 Through June 10, 1975

Objectives: To develop a curriculum guide for a one-semester exploratory business course at the junior high level so that these students have an opportunity to explore the world of business and its possible career opportunities.
Methodology: (1) Send questionnaires to local junior high guidance counselors to determine what they feel are the needs of junior high students in this area, (2) Observe exploratory business courses currently being taught in Radford and Roanoke, (3) Review books which might be used as texts and reference materials for this course and prepare a bibliography of

readings, (4) Interview by questionnaire and by attendance at local supervisors' meeting local business education supervisors to determine what they feel needs to be taught at this level, (5) Canvass area businesses to determine the availability of speakers, materials, and locations of possible field trips, (6) Develop a bibliography of audio-visual aids for use in this course, and (7) Develop simulations on business careers. Federal funds total $1,800.00.

VTP 1441
Title: An Evaluation of the Health Careers Program at Jefferson Senior High School.

Initiator: Lloyd W. Enoch
Institution: Roanoke City Public Schools, Virginia
Sponsor: Virginia State Department of Education, Richmond
Duration: August 15, 1974 Through June 1, 1975

Objectives: (1) Determine the effectiveness of the Health Careers program in guiding students in their career choice; (2) establish the degree to which knowledge and skills gained by students in the Health Careers program helped them prepare for employment; (3) show the value of the Health Careers program as related to full-time job placement of students; (4) provide information for use in the improvement of instruction; and (5) produce data for use in decision making related to the proposed future expansion of this program in the Roanoke City Public Schools.
Methodology: Data will be collected in a survey of former students and their employers. Questionnaires will be of the check-list reply type. An attempt will be made to solicit a response from all former students and their employers. An incentive gift, consisting of a pocket-size thermometer which is widely used in the health care field, will be used to help in the solicitation of a response. Federal funds total $1,935.00.

VTP 1442
Title: A Study to Provide Tidewater Area Industrial Arts Teachers with the Information, Equipment, and Coordinating Agency Necessary for the Establishment and Operation of Secondary School Chapters of the Virginia Industrial Arts Student Association.

Initiator: David I. Joyner
Institution: Old Dominion University
Sponsor: Virginia State Department of Education, Richmond
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Be aware of the significance of a secondary school industrial arts club program, (2) Know what kinds of information and equipment are available for use in establishing and operating a secondary school industrial arts club program and where to obtain them, and (3) Be able to establish and operate an effective secondary school club program.
Methodology: (1) Collect all available materials from V.I.A.S.A. and A.I.A.S.A. in sufficient quantities to supply teachers of industrial arts in the Tidewater area. Construct a questionnaire for industrial arts teachers to ascertain the extent of their knowledge and about their interest in student clubs, (2) Distribute questionnaires to all industrial arts teachers in the Tidewater area (Hampton, Newport News, Norfolk, Virginia Beach, Chesapeake, Portsmouth, and Suffolk). Collect questionnaire and tabulate data, (3) Issue invitations for first workshop and collect responses. Conduct first workshop in late October. During workshop, distribute the V.I.A.S.A. and A.I.A.S.A. materials and information about services and equipment which will be provided by the project, (4) Create additional printed material for distribution to teachers, build equipment for club initiation ceremonies and assist teachers as requested with organization and operation of clubs. (5) Submit status report on December 1, continue to work with individual teachers in their schools. Develop format and materials for second workshop. (6) Issue invitations to teachers and student teachers for workshop number two to be held in mid February.

Make arrangements for workshop. (7) Conduct second workshop. Reactions and needs expressed by teachers and students will be used to shape the remainder of the project. (8) Follow up on second workshop to meet the needs of teachers and students working with club organizations. Organize workshop number three to be held in mid May. (9) Conduct final workshop for teachers and students to ascertain level of understanding and progress for the year. Distribute post-project questionnaire. (10) Tabulate questionnaire data and evaluate project objectives. Prepare final report for submission in July. Federal funds total $1,287.00.

VTP 1443
Title: Involvement of Vocational Agriculture Student in Vocational Education Student Organizations.

Initiator: O.S. Gilbertson
Institution: California Polytechnic State University Foundation, San Luis Obispo
Sponsor: California State Department of Education, Sacramento
Duration: June 15, 1974 Through December 31, 1974

Objectives: To determine modifications appropriate for existing agriculture curriculum and teaching materials necessary to meet the needs of a greater proportion of students as it concerns participation in the F.F.A. organization, to determine modifications appropriate for the F.F.A. organization and its activities necessary to accomplish a greater degree of vo-ag student participation, to determine what preservice and inservice teacher preparation modifications are required to cause teachers to be more effective in utilizing F.F.A. in the instructional program, to determine what teacher and student attitudinal factors contribute to ineffective utilization of F.F.A. in the instructional program, to determine the extent to which other school and community activities compete with F.F.A. for a member's time, talents, finances, and to prepare and propose a plan for increasing vo-ag student participation in F.F.A. activities.

Methodology: The study will consist primarily of questionnaires to be completed by agriculture students and instructors selected throughout the State of California. The questionnaire would measure attitudes of students and teachers as well as identify instructional time, methods and materials utilized in the curriculum. All previously identified objectives would be incorporated into the questionnaires. Specifically the procedures would include: (1) Development of the instruments, (2) Testing the instruments in school(s) not to be included in the study, (3) Modification of the instruments, (4) Implementation in 10% of the schools offering vocational agriculture throughout California: (a) Personal interviews with a 10% random selection of high school vocational agriculture teachers, and (b) Personal interviews with students enrolled in 30 vocational agriculture classes, (5) Analyzing the results of the survey, (6) Interpretation of the results, (7) Development of recommendations based upon the interpretation, (8) Develop proposal for submitting to EPDA for alleviating the problem, and (9) Dissemination of the results. Federal funds total $14,399.00.

VTP 1444
Title: Implementing Distributive Education Learning Systems (Research - Training).

Initiator: Roger Ditzenberger
Institution: University of Northern Iowa, Cedar Falls
Sponsor: Iowa State Department of Public Instruction, Des Moines
Duration: June 24, 1974 Through June 30, 1975

Objectives: (1) To provide knowledge and understanding of the elements of the Inter-State Distributive Education Curriculum Project, (2) To orient the teacher-coordinators on how to use the D.E. consortium materials in their local D.E. program, and (3) To provide each Iowa D.E. coordinator receiving the inservice education with a complete set of the 550 learning activity packages.
Methodology: One-day seminars with community college D.E. teacher-coordinators to provide follow-up meetings. (Projected

needs - seven regional meetings in area schools.) These seminars will be held during September and October. The workshops will be open to all D.E. personnel in the state. The total target population who may participate are 150 high school, post-secondary, and adult distributive education personnel. Administrators in the programs adopting the system are also welcome to attend any of the workshops. The coordinators must attend a workshop to receive a copy of the ICEC system materials. Federal funds total $7,142.00.

VTP 1445
Title: Curriculum for Occupational Education.

Initiator: William R. Lundell
Institution: Minneapolis Public Schools
Sponsor: Minnesota State Department of Education, St. Paul
Duration: July, 1974 Through June, 1975

Objectives: (1) Develop a format and conduct an on site task analysis in eight occupational clusters: communications, construction, manufacturing, transportation, business and office, marketing and distribution, hospitality and recreation, and personnel services, (2) Develop a performance profile for each occupational course which will be used as an accountability tool for: (a) Students, (b) Parents, (c) Employer, (d) School Administrators, and (3) Develop a curriculum guide format which will contain the following components: (a) Student Outcomes, (b) Instructional Resources, and (c) Instructional Methods.
Methodology: Teacher will contract to conduct five task analysis for each occupation. All five interviews will be pre-approved by a consultant to assure a balanced mix within each occupation. The task analysis will be conducted on the upper level jobs within an occupation in an attempt to identify all tasks within that occupational ladder. From the task analysis a performance profile will be developed. The tasks from the task analysis will be grouped to make occupational skills and the skills will be recorded on the performance profile. The performance profile will serve as an accountability tool to students, parents, employers, and school administrators. The skills identified on the performance profile will be identified as instructional units in the curriculum guide. Under each unit the tasks the student must learn will be identified as student outcomes. Each unit will identify specific resources which will help the teacher teach the outcomes. A suggested method of instruction will be included in each unit. Federal funds total $56,802.00.

VTP 1446
Title: Building Trades - An Opportunity for Everyone.

Initiator: Richard Dergeron
Institution: Exeter School District, New Hampshire
Sponsor: New Hampshire State Department of Education, Concord
Duration: August, 1974 Through June, 1975

Objectives: (1) Initiating a sophomore elective "Careers in Building Trades". This course would actively recruit both sexes, with an objective of 50% from each, (2) Curriculum revision of existing program Building Trades I, Grade 11 and Building Trades II, Grade 12, (3) Recruiting both male and female students into the junior and senior program, (4) Instituting a public relations program to insure the job opportunities for both sexes, and (5) Implementing a specialized muscle strengthening program for all students (wrist and arm development, proper lifting procedures).
Methodology: (1) Devote 1 period per semester for sophomores, (2) Acquire speakers from the industry to address the classes, (3) Teach the use of hand tools, (4) Construct small building components, (5) Show film strips, (6) Take 1 field trip to show various methods and materials used in construction, (7) Use of an ongoing guidance program for students in the construction areas, (8) Recruit retired people to assist small groups of students, (9) Recruit business people as an advisory board, (10) Loan out students to business people to develop mutual acceptance, and (11) Hire out the students

within the community for further acceptance by the local people. Federal funds total $1,560.00.

VTP 1447

Title: Developing a Long Range Master Plan for Implementing Career Education for Schools in the Area, for All Students K-Adult.

Initiator: Robert G. Backstrom
Institution: Iowa Valley Community College District, Marshalltown, Iowa
Sponsor: Iowa State Department of Education, Des Moines
Duration: August 1, 1974 Through June 30, 1975

Objectives: (1) To ascertain the people needs, K-adult, in Merged Area VI, (2) To identify that which is currently being done to meet career education needs in area public schools, and (3) To synthesize the resources and needs as an optimum combination of resources and activities as recommendations to the area public schools for future planning.
Methodology: (1) A steering committee composed of six representatives from the twenty-two public school districts and two representatives from the area school will carry ultimate responsibility for the project, approve major activities and expenditures, (2) The steering committee will work with and through a Project Director employed to assist in planning, organizing, and directing the activities in achieving the objectives of the research proposal, (3) The Project Director will form ad-hoc committees composed of personnel knowledgeable in the activity to be planned. The ad-hoc committees will typically be comprised of business, industry, farm, community service and other leaders in the community. The Project Director will coordinate the various ad-hoc committees in planning. He will organize and direct the activities planned by the ad-hoc committees, (4) The findings of the activities planned by the ad-hoc committees will be reviewed and approved by the steering committee. Then objectives I and II (needs and resources) will be utilized to achieve objective III (future planning recommendations), (5) The Project Director will prepare a final report describing the findings of the ad-hoc committees for objectives I and II (needs and resources) and including the recommendations approved by the ad-hoc committee for objective III (future planning recommendations), and (6) The final report will be submitted to the steering committee for review and critique. Upon acceptance by the steering committee, copies will be distributed to each of the twenty-two school districts, to the Merged Area VI Community College, and to the Department of Public Instruction. Federal funds total $10,000.00.

VTP 1448

Title. Curriculum Development Coordination for New Hampshire Secondary Vocational Education.

Initiator: Richard A. Gustafson
Institution: Keene State College, New Hampshire
Sponsor: New Hampshire State Department of Education, Concord
Duration: July 1, 1974 Through September 30, 1974

Objectives: (1) To provide in-service training and on-going coordination to the three curriculum development projects in task analysis (Nashua, Dover, Conway) in the summer of 1974, and (2) To develop a long-range plan (with detailed procedures) for the curriculum development effort in secondary vocational education for New Hampshire.
Methodology: Beginning with a one-day workshop on July 8, 1974, on-going training and technical assistance will be provided to the three sites who are working on the task analysis process in developing secondary vocational curriculum. A standard series of products will be expected from each site and technical assistance will be provided to enhance this outcome. Weekly meetings of the project staff will be held to monitor progress, share information, and trouble-shoot problems. Also, the project director will be responsible for providing the leadership in developing a long-range plan for curriculum development for vocational education in the state. This plan will be complete by September 1, 1974. Federal funds total $3,900.00.

VTP 1449

Title: Developing, Field Testing, and Implementing a Vocational Electronic Skills Training Curricula.

Initiator: John Cepaitis
Institution: Nashua High School, New Hampshire
Sponsor: New Hampshire State Department of Education, Concord
Duration: July, 1974 Through December, 1974

Objectives: Develop a Vocational Electronic Skills Training Curricula that will include: (1) Task analysis, (2) Curricula philosophy, (3) Curricula objective, (4) Approximately 50 learning packages or units that will include: (a) unit objective, (b) learning activities, (c) unit evaluation.
Methodology: (1) Develop a form for task analysis in the electronics job cluster area, (2) Submit the task analysis forms to the electronic or related industry and television/radio repair shops in the greater Nashua regional area, (3) Develop a curricula based on the task analysis, (4) Develop meaningful learning activity packages to include rationale, objectives, related information where necessary, and oral, written, or performance evaluation. See enclosed curricula for industrial arts electricity/electronics, (5) Attend a two-week seminar on use of electronic and digital training aids, (6) Complete the package as outlined under the above objective, (7) Submit to printers to have 30 copies made for student use, (8) Implement the program. Modify where necessary, (9) Evaluate the program based on student outcome, and (10) Report on the evaluation. Federal funds total $2,265.00.

VTP 1450

Title: Programs for Dropouts.

Initiator: Fran Tate
Institution: Salem High School, New Hampshire
Sponsor: New Hampshire Department of Education, Concord
Duration: July 1, 1974 Through June 30, 1975

Objectives: To prepare, distribute, and field test packages designed to assist potential dropouts with the problems they will face when and if they drop out.
Methodology: (1) Conduct ERIC search on dropout problems, (2) Develop interview techniques and print 400 questionnaires that will be used to identify some common problems faced by dropouts and methods they used to solve problems, (3) Through the mail and personal interviews, the information will be gathered, (4) Tabulate and print findings of questionnaire, (5) Visit community state and Federal services that might have contact with dropouts, (6) Using information from questionnaires, agency visits and resource areas to assist in skill development. Compile information packets for future dropouts, and (7) Review and field test various devices for assessing self concept, aptitudes and skills. Federal funds total $3,033.00.

VTP 1451

Title: Joint Leadership Training Conference for Selected Students and Advisors of Alabama's Vocational Youth Organizations.

Initiator: B. P. Dilworth
Institution: Division of Vocational Education, State Department of Education, Montgomery, Alabama
Sponsor: Alabama State Department of Education, Montgomery
Duration: May 1, 1974 Through September 30, 1974

Objectives: (1) To develop positive attitudes toward leadership responsibilities, (2) To improve the employability and leadership skills of all participating students in each of the six vocational youth organizations through active participation in workshops centered around parliamentary procedure, public speaking and communications, public relations and group motivation, and (3) To develop a mutual understanding of all vocational youth organizations in Alabama.
Methodology: Each of the six vocational youth organizations will select fifteen (15) students and five (5) adult advisors to attend the two day JLTC. The state officers of each organization will be included and the remainder of the students will be selected using one or more of the following criteria for selection: (1) Has

shown an interest in the activities of the local, state, or national youth organization, (2) Has demonstrated leadership abilities as verified by their teacher-coordinator, (3) Has demonstrated leadership abilities as shown through their participation in competitive activities in their respective youth organization, (4) Has the potential for future leadership responsibilities. The five adult advisors will be selected by the State Supervisor of each vocational area, with the advisor of the State president of each youth organization given first priority. The student participants will be invited to attend the JLTC and will be actively involved in large and small group discussions centered around the following major topics: (1) Parliamentary procedure, (2) Public speaking and communications, (3) Publicity and public relations, (4) Group dynamics and group motivation. As a result of participating in the JLTC, the students in each service area will become key people in carrying out the activities for each vocational youth organization. These activities will include, but not be limited to, the following areas: (1) Assuming active leadership roles in local, state, and national activities of each respective youth organization, (2) To plan and conduct Local and State Officer Training Conferences, (3) Assist in planning and conducting District and State Leadership Conferences, (4) To promote vocational education in local communities and throughout Alabama. Federal funds total $5,000.00.

VTP 1452
Title: TERRA FIRMA. Threshold of Educational Reform Restructuring Agriculture for Inner-City Related Motivation and Accomplishment.

Initiator: Bob McLeod
Institution: Anniston City Schools
Sponsor: Alabama State Department of Education, Montgomery
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To develop and implement an agricultural curriculum for both on-farm and off-farm skills, (2) To utilize on-site agriculture related experiences provided for the student as an instructional factor in teaching the basic academic skills, (3) To utilize the farm setting as an enrichment experience resource for all students, K-12, (4) To maintain a rigid monitoring and accountability system that will produce a comprehensive, detailed guideline for other school systems that wish to duplicate this program, (5) To establish a comprehensive program which will enable students regardless of learning ability or socio-economic status, to develop to their fullest potential, and (6) To inculate in students a love and appreciation of the outdoors and their responsibility to preserve and maintain their natural environment.
Methodology: Beginning with School Term 1974-75, the Anniston City Board of Education intends to offer to tenth, eleventh, and twelfth grade students, courses in Livestock production and Horticulture to be taught on the 167 acre farm complex owned by the School Board. These courses will be taught using individualized prescribed learning plans containing specific skills and objectives in order to provide learning experiences for a broad range of learning exceptionalities. Instructional facilities on the farm include a 3,200 square foot lodge that will be remodeled to house two classrooms, a shop, and office facilities for two instructors. Beginning the second semester of the 1974-75 school term, conducted tours and orientation programs will begin for elementary and junior high students as well as adults who are interested in acquiring various agriculture skills. It is felt that these first year activities will stimulate community interest and involvement, as well as provide the necessary foundation for continued project development toward the long range, overall objectives stated above. Federal funds total $38,798.59.

VTP 1453
Title: Montgomery County's Approach to Career Education - Grades One Through Twelve.

Initiator: J. E. Wyrosdick
Institution: Montgomery Public Schools

Sponsor: Alabama State Department of Education, Montgomery
Duration: July 1, 1974 Through June 30, 1975

Objectives: To implement an integrated program of occupational information, guidance, and training extending from the elementary school to the post-high school level. Practices found effective in other isolated programs will be packaged and demonstrated in pilot school settings. **Methodology:** Occupational choice and vocational maturity extends from early childhood into adulthood, this program will provide students with occupational information, guidance, learning experiences at appropriate times as they move toward vocational maturity and the transition from school to work. Occupational orientation, exploration, and information will be incorporated into regular classroom activities at the elementary school level and the junior high school level. At the Senior high school level, students will be progressively moved from broadly-based exploratory and guidance-oriented activities to development of salable employment skills and immediate goal-orientation for post high school choices. Federal funds total $17,500.00.

VTP 1454
Title: Development of a Health Occupations Continuing Education Center.

Initiator: Russel J. Rowen
Institution: Evansville-Vanderburgh School Corporation
Sponsor: Indiana State Department of Education, Indianapolis
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To identify and validate guidelines for the establishment of continuing health occupations education centers within the framework of vocational education, (2) To provide resources for teaching new techniques and developments that are incidental to nursing homes, hospitals, and (3) To improve and upgrade the performance of licensed practical nurses, operating room technicians, and nurse aides. **Methodology:** Basic plan for the study is to identify the areas of continuing education needs through a survey of health care workers and their employers, and through use of advisory groups. Concurrently an assessment of the literature, particularly health career education literature, will be done to identify criteria and guidelines essential to maintaining reputable continuing education programs. As program needs are identified, curricula developed and competent faculty engaged, programs will be offered. Primary use of resources requested through this proposal is for employment of a project leader to identify areas of need, to identify and establish criteria and guidelines, to develop curricula, to be the teacher for some programs, and to engage faculty when programs require specially prepared teachers. Federal funds total $13,300.00.

VTP 1455
Title: Lewiston Modular Curriculum Development.

Initiator: Kenneth C. Jordan
Institution: Lewiston School Department, Maine
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To strengthen and extend the trade and industrial vocational education opportunities by providing individualized instruction for classroom use, (2) To establish a broader base of instruction for pupils through the use of learning packages, (3) To provide intensive training in the development of learning packages so instructors will have adequate knowledge of their development and use, (4) To provide a model individualized instructional package method of teaching that may be made available to other centers, (5) To provide the opportunity for instructors to develop and teach using their own individualized learning packages, and (6) To effectively increase the use of visual equipment through the development of the learning packages. **Methodology:** The curriculum development project will find its initial beginning on July 1, 1974 with a six week workshop in conjunction with C.M.V.T.I. During that time outside consultants will be utilized for interpretation of the individualized instructional packages--namely to keep a constant contact to insure the proper flow of written material as well as audio visual supplement. Continual workshops and classroom practice will be instituted in September when school is in session. The video tape addition to the learning packages is a new dimension to individual learning packages. It is expected that the student will be able to work at a rate of speed that will keep him active and interested in his own program. If the learning packages that are developed can be made available to the V.T.I. as is planned with the summer workshop, many things can happen. It could be possible to have advanced placement of students. It would allow the secondary students a great opportunity to develop their skills at their own rate of speed. Interchange of materials with the post-secondary institutes would be a step to integrate our students with the programs at the higher level. In order to have a program this size get its initial start it is almost impossible to accomplish with local funding. As in any pilot program if the seed money is made available and the following criteria is met, then this is the way in which State and Federal funds can best be used to try exemplary programs in education. (1) An established need for upgrading curriculum, (2) A willingness on the part of teachers to participate in the curriculum change, (3) Community, business, industry, teachers, and student involvement in the proposed curriculum change, and (4) General trends in education that are giving promise that here is a direction that could make vocational education meaningful by the use of individual instruction with a strong emphasis on media. Federal funds total $26,000.00.

VTP 1456
Title: Independent Living.

Initiator: Glenna W. Atwood
Institution: S.A.D. #22, Hampden, Maine
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: July 1, 1974 Through June 31, 1975

Objectives: (1) To perform tasks necessary for responsible living beyond high school, (2) To expose the student to ways of consumer buying through the use of credit, contracts, budgets, and comparative shopping, (3) To introduce the student to proper sources to use in the future so that he may continue on in the areas of self-improvement, and (4) To attempt to reach out to the community and other schools to share information gained.
Methodology: (1) Each of the three departments will teach the portion best suited to its particular specialties on a cooperative basis in 6 week segments, (2) Make use of local resource people, up to date pamphlets, books, films, and any other appropriate guides, (3) Attempt to reach the community and other schools through several avenues such as the following suggestions: (a) Share the project through workshops for other high school teachers, visiting other schools or inviting interested people to visit it, (b) Use Independent Living Students to share career information with other students, (c) Students could make video tape or slides/tape to be available for use in other schools, (d) Continue to provide Adult Education through some means, and (c) Write articles in such magazines as Forecast, Maine Teacher, Home Economics Journal, Business World, and Business Education Forum. Federal funds total $6,600.00.

VTP 1457
Title: Elementary Crafts Program.

Initiator: Peter B. Riley
Institution: Bath City School Department
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To provide experiences and exposure for the target youngsters in the areas of woodworking, cloth and related activities, photography and clay, (2) To provide opportunities for greater success and for greater expression of pupil feeling resulting in a positive self-image, and (3) To assist regular classroom teachers in becoming more familiar with the needs of their youngsters who are involved in the program. This will

result in a change in the approach to pupils in the classroom.
Methodology: Each child selected for the program will have an opportunity to work with the variety of activities stated in the objectives during the course of the year. Each youngster will participate twice a week with a small group of children. A dairy will be kept on each child to note his experience and progress. The project director (teacher) will communicate with the involved classroom teachers on a regular basis to link this program to the child's regular classroom program. Federal funds total $3,000.00.

VTP 1458
Title: Career Development Outreach Program.

Initiator: Sharon L. Sommer
Institution: University of Maine at Farmington
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: July 1, 1974 Through June 30, 1975

Objectives: To serve as career guidance resource center for the non-school population of Franklin County and students of UMF; to expand the knowledge and expectations of the target population in relation to career development; to expand the material and the use of the Center's Library; to increase the use of the Center Resources by the faculty of the University of Maine at Farmington.
Methodology: Use a shortened form of the interview intake instrument we developed on a sample basis to extract necessary information; work cooperatively with the staff of Franklin County Community Action Council to assist the non-school population; Consortium Counselor (UMA, CMVTI, KVVTI, and UMF) will be involved with the target population as a staff member of the project; Career Development In-Service Workshops for staff of project; seminar approach will be used with target population as outreach arm of Project; testing component and career library will be expanded; hold an open house for the faculty and serve as consultant to community agencies. Federal funds total $3,150.00.

VTP 1459
Title: Concord Career Education Project - Implementing.

Initiator: David Morin
Institution: Concord School District, 16 Rumford Street, New Hampshire
Sponsor: New Hampshire State Department of Education, Concord
Duration: July, 1974 Through June, 1975

Objectives: By October 1, 1974, the Concord Career Education Project Coordinator will establish and have in operation a Career Education Resource Center. The Career Education Resource Center will be located in the Concord Union School District Office and, with the exception of materials specifically and only for High School and Junior High School use, will house all the print and non-print materials accumulated by the Concord Career Education Project. The Career Education Resource Center will be designed to be a site where teachers, students, parents, and citizens in the community will be able to locate accurate and reliable information about the world of work and about oneself.
Methodology: (1) The Concord Career Education Project Coordinator will purchase such equipment and materials that are deemed necessary to establish a basic Career Resource Center, (2) The Concord Career Education Project Coordinator will disseminate information of the availability of such resources to all groups which may be interested in such career information, (3) The Concord Career Education Project Coordinator will maintain logs as to both the number of visitors and visitations to the resource center; and the number of times equipment is used and/or materials are loaned. Federal funds total $12,000.00.

VTP 1460
Title: Minnesota Instructional Materials Center.

Initiator: William Knaak
Institution: 916 Area Vocational-Technical Institute, White Bear Lake, Minnesota
Sponsor: Minnesota State Department of Education, St. Paul
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Identify the specific needs for career education materials in the state of Minnesota by the end of the first six months of the project, (2) Annually update and validate the inventory of needs identified in the area of career education, (3) Establish an evaluation system to determine the priority of identified needs on an annual basis, (4) Provide teachers, counselors and administrators with an inventory of identified needs and priorities on an annual basis, (5) Provide the national network with an inventory of identified needs and priorities of Minnesota on an annual basis, (6) Establish an inventory and abstracts of materials presently available and/or under development in relation to the identified needs of the state on a continuing basis, (7) Develop a strategy for using the inventories of identified needs and materials available and/or under development, for use by educators during the planning stages of new development projects in career education, (8) Establish a system for evaluating the extent to which the materials available/developed meet the identified needs for the state of Minnesota, (9) Establish a method for coordinating the dissemination activities of career education materials on a statewide basis, (10) Establish a system to procure materials available in other states which will meet the needs of Minnesota, (11) Provide the national network with an inventory and abstracts of materials available/under development in Minnesota on a continuing basis, (12) Establish a library of career education materials which teachers, counselors and administrators may easily have access to with a minimum of difficulty irrespective of geographical location, (13) Provide a system for the reproduction of materials on a statewide basis, and (14) Establish a method of evaluating the effectiveness of the total project.

Methodology: An advisory committee will be formed made up of representatives from the following areas: elementary teachers, secondary teachers, administrators, state staff, career education exemplary directors, business and industry, and private schools. The role of this committee will be to provide guidance in planning and development, promote public awareness and serve as a source of feedback to the project. They will meet a minimum of four times during the year at a convenient location. The group will give direction to the project in order to assure improved availability of instructional materials which provide better opportunities to elementary-secondary students in career education. Non-educators will be used to assure valid direction consistent with the world of work. A survey of classroom teachers, community citizens and local administrators will be conducted to obtain input from the LEA level concerning the following: (1) Types of materials needed, (2) Materials which are available, (3) Types of dissemination most desirable, (4) Priorities of needs, and (5) Type of input into the system. The survey will include private as well as public schools. It is anticipated that a random sample will be taken on a statewide basis involving the groups listed. Non-educators will be included to help insure acceptance and reality with the identified needs. A newsletter will be published quarterly which will include the following information: (1) Identified needs and their assigned priorities, (2) Abstracts of materials available along with sources, both statewide and nationally, and (3) Abstracts of projects currently under development. The newsletter will be available in sufficient quantities so as to give all teachers access to the information. This activity will improve communications between the center and teachers at the elementary-secondary levels so as to make the greatest possible impact on the largest number of students. The center will establish a close working relationship with the Research Coordinating Unit, University of Minnesota. This liaison will provide access to the ERIC Center and the AIM and ARM indexes located in their facility as well as the microfiche collection available therein. A library of the career education materials which are available in Minnesota and across the nation will be established. These materials will generally consist of those developed under the public domain. The center will attempt to clear all copyrights on these materials, so classroom teachers can reproduce those they wish to share and use with their students. Because of geographical location, most libraries of this type generally are not very accessible to the majority of teachers. It is the intent of this project to provide a series of workshops around the state on a regional basis in order to familiarize teachers with the center and how to make use of its facilities without actually having to visit it. During these workshops an effort will be made to identify materials which have been developed by teachers from the local districts in attendance, thus expanding the materials available through the center. Because of the reluctance of teachers to share materials on a mass basis, an attempt will be made to provide an incentive to teachers. One possibility would be to allow them to state whether their service as consultants is available and listing this with the abstract. This should help them perceive potential benefit from the hours of labor which went into the development of materials. Also, in an attempt to make the system as responsive as possible it is hoped access to an "in-WATS" telephone service may give any Minnesota teacher immediate access to the service on a no-cost basis to their district. The Division of Vocational-Technical Education, State of Minnesota, has indicated a desire to locate the Instant Information/VIEW projects in the 916 facility as well. An attempt would be made to house them close together, such that the "WATS" line used in that system could be shared by both projects, maximizing the use of the "WATS" system. At such time as the traffic would dictate, a second line would be added so as to maintain adequate service. By working together through all systems of education, a high degree of access to supportive materials can be provided, thus improving the quality and quantity of learning materials available to students across the elementary-secondary systems. The materials housed in the library will have been validated as representative of the world of work through review by non-educators from the business community. This may have been done by the developers who used an advisory group made up of these individuals to originally assist in the development and validation of materials, or possibly by the cluster committees the project will establish and use in this manner. Also, some of 916's vocational advisory committees can be used for input on the validity of the materials. A series of advisory committees will be established related to the occupational clusters identified by the U.S.O.E. These committees will be made up of representatives from the following groups: (1) Elementary teachers, (2) Secondary teachers, (3) Post-secondary teachers, (4) Business and industry (public and private), (5) State Supervisor of Vocational Program (most closely related), and (6) State Division of Instruction Representative. This group will assist in the evaluation of materials (as to their validity and reliability) in comparison to the needs identified for the State of Minnesota. The group will also be asked to provide input to additional needs which may not have been identified through other methods and to make recommendations on the type of distribution to be undertaken on those items which are duplicated. Their job is one of significant importance, in that their recommendations will have a high degree of impact on the direction of materials made available or under development. The center will establish a relationship with other local, state and national agencies in the field of career education to work in a cooperative manner relative to developmental, distribution and duplication efforts. The nature of the relationship should result in an awareness of what is needed, what is being planned, what is under development, and what is available at all levels. It should encourage those agencies to use this information in the decision making process and to work together whenever possible. If this type of cooperation can be stimulated, the limited dollars and resources available can be better utilized and the end result will be more and better materials in the classroom for use by elementary-secondary students and teachers. The center will establish links with a variety of duplication sources. When the need to duplicate material in large quantities is found, the center will arrange for the most efficient source of duplication, although it generally will be done in a manner which will allow the activity to be self-supporting. It is the intent of the center to make the dissemination function self-supporting (exclusive of staff time and administrative costs). The intent of this project is not to make a profit, however, the continued success of the total project at the proposed funding level is very dependent on a self-supporting dissemination function. It is the intent to continue to provide the staff necessary under a separate budget category in order to keep costs to the user at the minimum possible level and keep the utilization level high. In the instance where an agency determines a need for additional efforts in dissemination such as in-service, workshops, seminars, etc., the center will arrange these activities on a self-supporting basis (exclusive of center staff time and administrative costs) if the agency or group so desires. Also, if any of the involved agencies seek sources or assistance in developmental activities, the center will provide assistance in arranging these activities upon request from the agency. The director of this project will be in close contact with Jerome Schmehl, Division of Vocational Education and Minnesota's Representative on the liaison committee for the Regional Instructional Materials Center (located in Springfield, Ill.). Close liaison with the Regional Center is essential in order to provide the link to the National Network for Curriculum Coordination. This activity is an important link for the teachers and students in the State of Minnesota, as it opens the doors and provides access to the materials across the nation and hopefully will create a direct input of needs from the local level to U.S.O.E. Federal funds total $37,100.00.

VTP 1461
Title: Development of Vocational Education Curricula Especially Adapted to Continual Adult Penal Education Programs.

Initiator: D. R. Purkey, et al.
Institution: Division of Corrections, State of Ohio
Sponsor: Ohio State Department of Education, Columbus
Duration: July 1, 1972 Through June 30, 1974

Objectives: (1) Planning curricular modules for the vocational programs in Ohio's adult vocational education programs in penal institutions, (2) Plan curricular modules and procedures for work adjustment programs and work evaluation centers in Ohio's penal institutions, and (3) Develop programmed instructional material to accompany modules to allow maximum individualized instruction.
Methodology: The consulting team studied the existing vocational curriculums in Ohio's adult penal institutions. They also studied the "limitations" necessary in curriculum development when conducted inside the institutions. After considerable consultation and study, a format was developed that would guide the consultants in their further deliberations. Assignments were then assumed by the various consultants to develop curriculum modules as defined in the objectives and following the broad outlines of the format. Detailed curriculums were developed (as an example) in each of the Vocational Departments as outlined in "Evaluative Planning Research Project" et al. Federal funds total - no data.

VTP 1462
Title: Innovative Project Involving Research and Development of New Approaches to Vocational Education in Oral Communication Skills for Business Students.

Initiator: Lynne B. DeMichele
Institution: Indiana Vocational Technical College (Indianapolis Region)
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through June 30, 1975

Objectives: (1) A description will be established of each of the major oral communication skills necessary to the efficient and successful functioning of an individual in specified areas of business vocation, (2) A means will be established for evaluating degrees of effectiveness for each of these skills, (3) A system will be established for assessing an individual's initial strengths and weaknesses in oral communication and consequently, his specific educational needs, (4) A teaching approach will be prepared utilizing the following: Audio and video tape, self analysis, individual conferences, discussion, field observation, role playing, exercises, and individualized

clinics, (5) Criteria will be established for evaluating progress and competency levels of students for prescribed objectives, and (6) A three part evaluation system will be set up utilizing established criteria, including the following: (a) Instructors' appraisal of student competency, (b) Peer group appraisal, (c) Students' self appraisal, and (d) Appraisal by a representative from the business area.
Methodology: The project will consist of the development of a concentrated course in oral communications skills for vocational business students, based on needs determined by an analysis of specific job demands. A cross section of small, medium sized, and large business and industries employing students in above mentioned areas will be surveyed to determine characteristics of successful individuals. When results are tabulated, select representatives in each field will be interviewed for the purpose of establishing most necessary and relevant communication skills, proficiency levels, and most effective learning experiences. This information will be reviewed and analyzed by business area supervisors and communications instructors. The results of these procedural steps will be used as a basis for determining performance objectives and how best to employ various teaching equipment and techniques in a learning environment to achieve those objectives. Federal funds total $5,900.00.

VTP 1463
Title: Conceptual Model of an Individualized Diagnostic-Remedial Computational Skills Program for Students in Selected Vocational Classes.

Initiator: Albert P. Wood
Institution: Kansas City School District, Missouri
Sponsor: Missouri State Department of Education, Kansas City
Duration: May 27, 1974 Through May 23, 1975

Objectives: To implement and evaluate an instructional system for the development of basic mathematical competencies identified as essential to the successful job performance of entry workers in selected occupations.
Methodology: A sequential skills outline, listing and describing the 123 mathematics skills, will be completed by each vocational instructor at the Kansas City Technical Education Center to identify the basic mathematics skills applicable to his class. For each of the five vocational classes selected for this project, instructors' opinions will be submitted to representative employers of entry workers for validation. An adjusted basic mathematics skills inventory will be prepared for each class. Entering student capabilities will be measured against established skill levels. Diagnostic testing will identify specific skill deficiencies. A prescriptive instructional plan will be prepared for each student. Individualized, self-pacing learning activities based on occupationally derived content will provide each student with a learning environment designed for continuous improvement. Assessment, in various forms will permeate the learning environment at all times. Students will exit the project as learning plans are completed and the criterion objective met. An alternate form of the initial computation test will be administered as a post-measure 60 days after each student exits the project. Occupationally oriented instructional materials will be prepared for each identified basic skill. Each module will include teaching models, drill sheets, practice sheets, and practical trade problems. Data will be collected to ascertain the effectiveness of this type of instructional program to meet identified needs of the target population. Federal funds total $13,311.00.

VTP 1464
Title: An Analysis of Factors Influencing Costs of Delivering Vocational-Technical Programs Among Missouri Junior Colleges.

Initiator: Donald D. Osburn
Institution: University of Missouri-Columbia. Dept. of Practical Arts and Vocational Technical Education
Sponsor: Missouri State Department of Education, Jefferson City
Duration: May 1, 1974 Through January 1, 1975

Objectives: To determine factors that influence costs of delivering vocational education among Missouri junior college districts. Both college and occupational program area costs will be investigated.
Methodology: Cost data for the years of 1969, 1970 and 1971 will be used for analysis purposes. Due to the fact that financial data on buildings are not available, cost information will be limited to current expenditure and equipment costs. In that numerous factors influence costs, a multi-variate analysis is required to estimate the net influence each has on costs. Costs, the dependent variable, will be specified in two ways: (1) average cost per student, and (2) total costs. Federal funds total $3,600.00.

VTP 1465
Title: A Competency-Based, Criterion-Referenced Instructional Model for Careers in Agricultural Mechanization.

Initiator: Glen C. Shinn
Institution: University of Missouri-Columbia
Sponsor: Missouri State Department of Education, Jefferson City
Duration: May 1, 1974 Through April 30, 1975

Objectives: (1) To develop a comprehensive catalog of competencies pertinent to the farm and industrial equipment occupations cluster, (2) To determine priority of competencies using a random sample of employers-employees from the population of farm and industrial equipment dealers in Missouri, (3) To develop a catalog of performance objectives from the high priority competency list which can be used to plan educational programs, (4) To develop criterion-referenced assessment items for each performance objective, and (5) To organize the research products into alternative strategies for instruction.
Methodology: (1) Technical preparation of the research staff, (2) Domain study for catalog development, (3) Development and implementation of the sampling, (4) Occupational analysis systems, (5) Development of a catalog of performance objectives and criterion-referenced assessment items, and (6) Field testing and commonality study. Federal funds total $30,174.00.

VTP 1466
Title: A Comparison of Instructional Approaches to Teaching the International System of Weights and Measures to Elementary School Children with Varying Mental Ability.

Initiator: W. A. Downs
Institution: Central Missouri State University, Warrensburg, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: March 1, 1974 Through February 28, 1975

Objectives: (A) Upon completion of the project the students will be able to: (1) describe the basic advantages of the International System of Units, (2) measure length using the International System of Units, (3) measure weight (mass) using the International System of Units, (4) measure area using the International System of Units, (5) measure volume (capacity) using the International System of Units, (6) measure temperature using the International System of Units, and (7) assess their change in attitude toward the International System of Units via an attitude scale. (B) Upon completion of the project the participants will be able to: (1) describe the basic advantages of the International System of Units, (2) measure length using the International System of Units, (3) measure weight (mass) using the International System of Units, (4) measure area using the International System of Units, (5) measure volume (capacity) using the International System of Units, (6) measure temperature using the International System of Units, (7) select those print and non-print materials which were the most useful to them, and (8) assess their change in attitude toward the International System of Units via an attitude scale.
Methodology: The project will be conducted in the Warrensburg R-VI Public School District. The activities of the project are as follows: (1) learn the International System of Units; (2) identify participating teachers; (3) identify and gather curricular

resource materials; (4) initiate the development of evaluation instruments; (5) develop and/or modify curricular resource materials by curricular unit by grade level; (6) develop instruments to assess student and teacher attitude toward metrics; (7) field test curricular materials; (8) field test evaluation instruments; (9) revise curricular materials; (10) revise attitudinal scales; (11) orientation of participants to metrication; (12) pre-testing teachers and students on the cognitive and affective measures; (13) teaching the units to the students; (14) assisting the project teachers; (15) post-testing students; (16) post-testing teachers; (17) initiate collection and analysis of data; (18) administer tests of retention; (19) complete analysis of data; (20) write final report. The units of instruction will be presented to the elementary school students during the first semester of the 1974-75 school year. Statistical analysis of the data will be conducted during the second semester of the 1974-75 school year and the final report will be submitted in June, 1975. Federal funds total $17,000.00.

VTP 1467
Title: Preparation and Testing of Career Educational Modules for Teacher and Counselor Education.

Initiator: Norman C. Gysbers
Institution: University of Missouri-Columbia
Sponsor: Missouri State Department of Education, Jefferson City
Duration: September 1, 1974 Through August 31, 1975

Objectives: (1) Continue to develop, field test, revise and complete career education modules for instruction and guidance programs at the elementary school level K-6 (developmental levels 1 and 2), (2) Identify and select career education concepts appropriate for instruction and guidance programs at the junior high school level 7-9 (developmental level 3), and (3) Develop, field test, revise and complete career education modules for instruction and guidance programs at the junior high school level 7-9 (developmental level 3).
Methodology: Career education materials from around the country and other relevant literature will continue to be reviewed to identify possible career education concepts applicable to elementary and junior high school instruction and guidance. Additional modules will be developed at the elementary school level. New modules will be developed for grades 7-9 (developmental level 3) based on the concepts and goals used at the elementary level to establish continuity between the elementary and junior high modules. The completed modules will be sent to the Missouri State Department of Education. Federal funds total $33,246.00.

VTP 1468
Title: Establishing Vocational Skills in Severely and Profoundly Retarded Individuals.

Initiator: R. B. Hogoboom
Institution: St. Louis State School-Hospital, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: June 1, 1974 Through June 30, 1974

Objectives: (1) To determine the effectiveness of behavior modification procedures in reducing disruptive behavior in sheltered workshop environments, (2) To determine if maintenance and follow-up procedures can be implemented to ensure the effective functioning of individuals after training, and (3) To determine if a reduction in disruptive behavior leads to a concurrent increase in work rate in the absence of any particular work rate contingency.
Methodology: Severely and profoundly retarded institutionalized individuals will serve in this study. They will be accepted into the study if they exhibit disruptive or aggressive behavior which affects their performance in the ongoing St. Louis State School and Hospital Pre-sheltered Workshop. The study will be conducted in an isolated section of the St. Louis State School and Hospital Pre-sheltered Workshop area. The workshop task used will be an arbitrary training task such as IBM card separation, nut/bolt separation, etc. These types of tasks will allow for keeping track of items produced

(work rate). Federal funds total $1,175.00.

VTP 1469
Title: A Survey of Adding, Calculating, and Accounting Machines Being Used in Kansas City Area Businesses.

Initiator: Elwyn R. McGaugh
Institution: Metropolitan Junior College District, Kansas City, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: June 1, 1974 Through August 31, 1974

Objectives: To survey Kansas City area businesses to determine what types and how many of each type of adding, calculating, and accounting machines are presently in use.
Methodology: Investigator will construct questionnaire to be sent to area businesses to determine what types of adding and calculating machines are being used. Federal funds total $700.00.

VTP 1470
Title: A Feasibility Study to Determine An Alternative Method of Cooperative Work Experience by Block Time in a Major Metropolitan Area for Community Colleges.

Initiator: Gayle D. Wasson
Institution: Metropolitan Junior College District, Kansas City, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: February 1, 1974 Through August 31, 1974

Objectives: To develop a pilot program in block time providing study proven's favorable.
Methodology: The investigation will interview employers, coordinators, and students concerning the program. Also, the investigation will develop necessary promotional material to implement program if feasible. Federal funds total $700.00.

VTP 1471
Title: A Pilot Program to Identify the Competencies, Development of Objectives and Determination of Problems Included in Agricultural Curricula Being Offered by Post-Secondary Institutions of Missouri.

Initiator: Nila Hibdon
Institution: State Fair Community College, Sedalia, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: July 1, 1974 Through January 31, 1975

Objectives: (1) To identify the competencies contained in each existing post-secondary agriculture curricula taught in Missouri, (2) To ascertain the knowledge, competencies and skills needed to function competently in occupations related to existing agriculture educational programs, (3) To develop behavioral objectives related to the existing two-year agriculture post-secondary programs, (4) To develop problem areas for each course in the existing agriculture educational curricula being offered by schools cooperating in this project, (5) To develop materials and guides for each course containing the above information, (6) To distribute the guides and materials for consideration of participating schools regarding the feasibility of implementation, and (7) To develop an instrument that will become part of the trainee's permanent record which can be used in recording the skills mastered by the trainee and can be used in matching the trainee to a particular job.
Methodology: The competencies and skills will be determined for the major occupations related to the existing two-year post-secondary agri-business curricula being offered by schools in Missouri. The competencies and skills will be organized into courses now being taught or courses that should be added to the agri-business curricula. These will then be organized into problem areas. Objectives will be developed from which course content may be determined. Additional funding is necessary for the completion of Project 1129A. In addition, an attempt will be made to develop the competencies and skills needed by an individual to enter the occupational area of agricultural sales. Federal funds total $12,000.00.

VTP 1472

Title: Feasibility Study on the Need for Developing a Curriculum for Corrections Personnel and the Type of Curriculum Necessary for Institutional Correctional Personnel.

Initiator: Richard L. Hair
Institution: Metropolitan Junior College District, Kansas City, Missouri
Sponsor: Missouri State Department of Education, Jefferson City
Duration: March 1, 1974 Through June 1, 1974

Objectives: To determine the need for establishing a curriculum for persons functioning in direct group supervisory correctional positions and to determine the type of curriculum that will best assist them functionally and professionally.
Methodology: Contacts with all correctional administrators will be initiated, a committee of interested representatives will be established and a proposed curriculum will be discussed and implemented if need and practicality can be determined. Federal funds total $700.00.

VTP 1473

Title: Model Career Placement Service.

Initiator: Darrell Chapman
Institution: La Porte Community School Corporation
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To provide career placement service for students, graduates, and post-graduates, and students who have been La Porte High School dropouts for at least one year, (2) To encourage students to remain in the La Porte area and encourage students who have dropped out to re-enter high school in the continuing education evening program, (3) To secure information about local industry that may be made available to total school, K-12, for career education instruction, (4) To design a placement program relative to this area that could be made available to surrounding schools, (5) To design a method that would update the initial study each year, (6) To establish an advisory committee composed of several industrial personnel people in this area which would encourage community support for the program, (7) To solicit help and advice from the local Chamber of Commerce and the Manufacturers Association, (8) To provide active communication between school and industry, (9) To provide a visual and auditory description of those jobs available to students, (10) To provide a method by which a qualified, interested student may be matched with a specific job so that a greater percent of student-employer success may be achieved, (11) To prepare a card system that would provide an automatic follow-up from the employer of a placed students, (12) To provide a service for employers whose place of employment would not qualify for a cooperative education student, (13) To provide an office where a student may seek advice relative to employment, and (14) To provide a station where graduates and dropouts may return for job information and placement.
Methodology: (1) Study of industries within a 15-mile area, (2) Categorize student applicants with the following information: (a) School subject background, (b) Technical related classrs (Industrial-Business-Vocational), (c) Attendance, (d) Extra-curricular activities, (e) Hobbies - Interests, (f) Past job experiences and success, (g) Transportation availability, (3) Establish a system whereby a student applicant may be quickly matched with a job opening, (4) Spend adequate time (office personnel) with each student preparing him for job interview, (5) Establish a viewing room where students may, at their own leisure, investigate several job occupations, through media, or confer with program supervisor, (6) Establish a card system to be made available to students showing job titles as they are represented by specific industries in the La Porte area, (7) Establish a personnel interview day each semester allowing industry personnel people to come into the building and actually interview students, (8) Establish communication channels with the counselors' offices of the High School and Junior High Schools, (9) Provide each employer with a self-addressed card on each student hired that may be quickly filled in and sent to

the school on dismissal of student, (10) Purchase programs on careers so they can be made available to students in the viewing room, (11) Encourage students to use the center for reasons other than placement, e.g., instructors would assign career information research papers, (12) Develop a slide series, (13) Prepare slide series for occupations, (14) Assemble a micro-fiche system to update the VIEW deck and make it applicable to the La Porte area industries, and (15) Secure the assistance and advice of the Business, Home Economics, Vocational, and Industrial Departments within the High School. Federal funds total $20,000.00.

VTP 1474
Title: Strategies for a Placement Service at the LEA Community Level.

Initiator: Charles E. Field
Institution: New Albany-Floyd County Consolidated School Corporation, New Albany, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through May 31, 1975

Objectives: (1) Develop instruments to assess business and industry's placement needs, (2) Develop a mini course on "How to Get and Hold a Job", (3) Compose a model prospectus to promote placement with potential employers, (4) Develop strategies to conduct a job fair, (5) Develop a placement and release-time brochure, (6) Compose record forms needed for placement office, (7) Develop a dual purpose card for student introduction and employer acknowledgement of interview results, and (8) Develop a communication system between placement coordinator and faculty.
Methodology: An advisory committee will be organized with business and industrial personnel to advise and consult with concerning the type of placement service secondary schools should have. This committee would work through the entire project. The advisory committee will be set-up to advise and act as consultants in developing the mini course on "How To Get and Hold a Job" and to develop strategies to conduct a job fair. The faculty committee will also help evaluate the project. The Prosser Vocational Center Student Personnel Services will be responsible for the entire procedures and completing the proposed project. This is not a data collecting project, however the pamphlets and materials will be used and then evaluated by the faculty and advisory committee. Revisions will be made when deemed necessary. All pertinent information concerning this project will be submitted to the State Department of Public Instruction for constructive criticism and further evaluation. Federal funds total $14,350.00.

VTP 1475
Title: Placement Service Model.

Initiator: Delbert E. Lewis
Institution: Mid-Central Area Vocational School, Elwood Community School Corporation, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through May 31, 1975

Objectives: (1) To provide a vehicle for job availability of the graduates who have developed skills and job competencies, (2) The model will provide a needs assessment for individual program evaluation, (3) Serve the local and area employment needs of the community, and (4) Provide the field testing and development of a useful model to be used by any LEA.
Methodology: (1) Select an advisory committee from among the Personnel Directors in the area, (2) Insure accurate and up-to-date records on students and graduates, and (3) The project will be under the direct supervision of the Vocational Guidance counselor with an employment consultant to coordinate Indiana Employment Security, area personnel directors and private employment agencies. Federal funds total $13,568.00.

VTP 1476
Title: A Proposal to Develop a Comprehensive State-wide Assessment and Evaluation Plan for Indiana's Vocational-Technical Activities.

Initiator: F. B. Gannon
Institution: New Educational Directions (NED) of Bowker Gannon and Associates, Inc. (BGA)

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Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: May 1, 1974 Through August 31, 1974

Objectives: (1) To develop a comprehensive assessment and evaluation program plan encompassing all levels, facets, and populations served by vocational activities in Indiana, and (2) To estimate costs for the application of the plan in part or in whole.
Methodology: The general design for this project is a basic six-step process providing for input by Indiana audiences at all levels of involvement in vocational education as well as encouraging input by significant non-Hoosiers who have been actively involved in the development of comprehensive state-wide models for assessment of vocational education. In addition, two alternate plans are also provided within the general framework of this proposal. Step I: Basic Preparation for Systems Development--(A) Establish formal contact with the SBVTEs and the Divisions of Vocational and Technical Education of the DPIs in the 50 states, (B) Preparation of background material on Indiana projects, programs, and plans, and (C) Prepare and produce agenda and materials for a symposium. Step II: Symposium--a two-day working session with representatives of key states already involved in state-wide evaluations of vocational-technical programs, the Indiana DPI and SBVTE, and Indiana vocational education practitioners (symposium participants carefully selected in light of Indiana's programs and anticipated needs and to represent Indiana's instructional areas and services and all program levels--i.e., adult, secondary, higher, etc.). Step III: Systems Development--on the basis of Steps I and II, develop a modular system for the assessment and evaluation of all facets of vocational-technical education as they currently exist and are projected for Indiana (1975-1980) with costs estimates for each module. Step IV: Review Hearings--five review hearings held in different geographic areas of the state. Prior to each hearing, interested parties will be provided review copy of drafted proposed system. Concerned individuals will be encouraged to offer criticisms of proposed system through correspondence with NED or assistance at a regional hearing. Step V: System Revised and Recommended Priorities Established--Revise the proposed system and establish recommended implementation priorities for the various modules on the basis of the practitioners' review hearings' feedback. Step VI: Final Report and SBVTE Presentation--prepare and present the final report detailing the modular system and including recommended priorities for action and suggested next steps. Federal funds total $13,990.00.

VTP 1477
Title: Priority-Obtaining Accurate Information Concerning Placement and Follow-Up of Program Completions in Vocational Education at all Levels-Activity-Strategies for a Placement Service at the LEA-Community Level-Through the Development of a Model Follow-Up Instrument and Computerized Procedure Applicable to High or Post-High Utilization.

Initiator: Gordon A. Goodman
Institution: Vincennes University, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through May 31, 1975

Objectives: To provide the guidelines and format for a replicable procedure for assessing the placement and follow-up of vocational graduates of the two-year, post-secondary level and high school level through the establishment of a model follow-up instrument and computerized procedure.
Methodology: The Placement Bureau will cooperate with the University Career Division in planning a follow-up study of each year's graduates. Each of the department chairmen of the 34 career departments will write a cover letter to each graduate of their program. This letter will also contain a short card form asking that the graduate complete the card and return the completed card to the department chairmen. A pre-addressed, postage-paid envelope will be furnished with the original cover letter and questionnaire card. Federal funds total $19,000.00.

VTP 1478
Title: General Related Instruction Guide for Vocational Distributive Education (Revision).

Initiator: Kenneth Surber
Institution: Fort Wayne Community Schools, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through May 31, 1975

Objectives: To provide a convenient manual, free of charge, for Distributive Education teacher-coordinators to be used as a guide for general related classroom activities.
Methodology: The FWCS city-wide Distributive Education Advisory Committee will serve as consultants and will provide additional contacts for the duration of research. Plans to include units of suggestions for new and experienced coordinators are being strongly considered at the present time. Federal funds total $500.00.

VTP 1479
Title: Identification and Evaluation of Student Admissions and Evaluation Procedures for the Vocational Nursing Programs in the State of Indiana.

Initiator: Michael Rolla Ormiston
Institution: Fort Wayne Community Schools, Indiana. Regional Vocational Center
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 1, 1974 Through May 31, 1975

Objectives: (1) To identify selection and admission policies and procedures for each of the 17 Indiana state-approved programs in vocational nursing (LPN), (2) To identify student evaluation procedures throughout the courses of study at each of the above schools, (3) To identify student success criteria and graduate follow-up procedures at each of the above schools, (4) To evaluate these selection and admission procedures with respect to their predictive validity, (5) To examine the same selection and admission procedures for possible data from which to generate "student learning profiles" as a step toward building individualized instruction and curricula which can be PPBS compatible, (6) To examine the student achievement tests, proficiency exams and other evaluation procedures throughout the courses of study with respect to their validity and reliability, and (7) To identify the best of what is now being done, to collect data to support suggestions of what new approaches should be tried, and to disseminate these recommendations to the schools of vocational nursing for their consideration.
Methodology: Each director of vocational nursing will be contacted and asked to supply selected test scores from permanent files of students who have graduated from their programs. All information will be held in strictest confidence and student identification numbers are to be substituted for names in all cases. Data will be analyzed using the CDC 3400 computing facility at Indiana University, Bloomington, and either of two statistical programs. Step-wise multiple regression analysis will be computed using the SPSS100, version of December 15, 1973, of the Statistical Package for the Social Sciences developed at Northwestern University. Canonical correlation analysis will be computed using the BMD06M version of June 10, 1964, program developed at the Health Sciences Computing Facility at U.C.L.A. Faculties at selected sites will be interviewed so that the principle investigator can gain insight into reasons for the many policies and procedures and to allow feed-back on proposed recommendations. Federal funds total $500.00.

VTP 1480
Title: Course Content for Teaching Electrical Discharge Machining for the Secondary Vocational Level.

Initiator: Delbert Lewis
Institution: Mid Central Area Vocational School, Elwood, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June 15, 1974 Through January 15, 1975

Objectives: (1) To simplify technical data and information so that it may be better understood at the secondary level, (2) To organize a course content for teaching EDM at the secondary vocational level, (3) To develop teaching aids, practical exercises, and tips for teaching EDM, (4) To provide a unit on Safety and safe working habits concerning the EDM, and (5) To inform students of the advantages and applications of Electrical Discharge Machining.
Methodology: (1) General design of study-Much data has already been collected and more will be solicited. Data will be organized then simplified in order to develop the course content, (2) Instrumentation-Reference materials, resource personnel and industrial resources will be used in my research and organization, and (3) Analysis Techniques-Content will be taught in the vocational machine trades class during the fall semester of 1974. Through the use of written tests, the material, aids, and the methods can be evaluated and revised when needed. Federal funds total $500.00.

VTP 1481
Title: Mini-Project to Develop an Individual Instruction Mode for the Course "You and the World of Work".

Initiator: Bill Spence
Institution: Vincennes University Junior College, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: July 1, 1974 Through June 30, 1975

Objectives: Utilizing and sequencing "You and the World of Work" into an individualized instruction mode which will allow vocational students entry and completion of the course without the constraints of the traditional semester.
Methodology: The research will consist of searching, gathering and sorting available materials, preparing new materials, and packaging the program into three or four non-sequential units; and a division of each non-sequential unit into an appropriate number of sequential sub-units. Federal funds total $500.00.

VTP 1482
Title: Development of Supervised Experience Program Record Books for Students Enrolled in Indiana Vocational Agribusiness Programs.

Initiator: Ned Stump
Institution: Prairie Heights High School, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: August, 1974 Through August, 1975

Objectives: (1) To provide relevant record keeping materials for vocational agribusiness students in Indiana, and (2) To develop, publish and distribute these record books to the vocational agribusiness departments in Indiana.
Methodology: (1) Collect all existing record keeping materials, (2) Select a committee of state vocational agribusiness instructors to review materials, determine effective usable materials and determine needs, (3) Develop materials where needed, (4) Compile materials into final form, (5) Review by selected committee, (6) Print 600 copies of record book, and (7) Distribute record books to all vocational agribusiness departments. Federal funds total $500.00.

VTP 1483
Title: Development of Instructional Materials for Use by Indiana Vocational Teachers in Teaching Leadership and Character Development to Youth in Indiana.

Initiator: William B. Richardson
Institution: Purdue University, West Lafayette, Indiana. Division of Sponsored Programs
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: July 15, 1974 Through July 14, 1975

Objectives: (1) To identify leadership skills and character traits that are important for vocational students via a task analysis based on consultant recommendations and review of the literature, (2) To categorize these skills into topical areas for which three-stage learning packages will be developed, (3) To search the current literature for existing instructional materials that can

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be used or adapted for stage one, the knowledge-acquisition stage, for each topical area, (4) To search the current literature for existing simulation materials that can be used or adapted for stage two, the knowledge-application stage, for each topical area, (5) To search the literature for methods and procedures that can be used or adapted for stage three learning experiences, namely individual interpretive, synthesizing and personal involvement activities, (6) To develop a teacher manual for each of the three-stage packages, (7) To pilot test the materials in local schools and revise as needed, and (8) To conduct a formal field-test of the materials.
Methodology: (1) A consulting committee will be organized and will consist of vocational education teachers, student members, and representatives of State Department of Public Instruction who are involved in state-wide leadership capacities with the vocational youth organizations, (2) The leadership skills and character traits identified by the task analysis will be categorized into topical areas for which three-stage learning packages will be developed, (3) The current literature will be searched for existing instructional materials that can be used as stage one (knowledge-acquisition) for each topical area, (4) The current literature will be searched for existing simulation materials that can be used as stage two (knowledge-application) for each of the topical areas, (5) Consideration will be given to the need for the development of additional materials so that a comprehensive three-stage learning package will be developed for each of the topical areas, (6) A teacher manual will be developed for each of the three-stage packages. Emphasis will be placed on the teacher's vital role as source of motivation and consultant to their students, (7) The materials will be pilot tested in local schools. This step will constitute a formative evaluation of the materials and will insure that the materials and observors will record the effectiveness of the procedures. This information will be used to revise the materials, (8) A formal field-test of the materials will include both formative and summative evaluation of the effectiveness of the materials, and (9) The documents will be revised as deemed necessary by the field test. The project will be evaluated and a final report submitted to the State Department of Vocational Education. Federal funds total $11,974.00.

VTP 1484
Title: Developing and Maintaining a District Center to Provide Services for Teacher-Coordinators in BOE, Graduates of BOE Programs, and the Business Community.

Initiator: Marva K. Barrett
Institution: Tri-Creek School Corporation, Lowell, Indiana
Sponsor: Indiana State Department of Public Instruction, Indianapolis
Duration: June, 1974 Through May, 1975

Objectives: (1) To establish a center or library for Region I. The Center will house: (a) Teaching materials including laps made by state-funded projects, (b) Audio visual materials-films, slides, f/s, bulletin board displays, video tapes, (c) Centralized student placement service, (d) Centralized follow up of District 1 programs; (2) To discover if it is more efficient to centralize AV material, teaching materials, and student personnel records on a district level rather than local; (3) To use procedures that could be used by the other vocational areas if they wish to set up their own centralized library; and (4) To evaluate the effectiveness of the center after one year and one semester of operations.
Methodology: Teaching materials--Determining steps necessary in selecting, storing, maintaining, replacing, communicating, and funding teaching materials. Audio visual materials--Determining steps necessary in selecting, storing, maintaining, replacing, communicating, and funding a v materials. Central placement service--Developing personnel forms, filing procedures, and follow-ups to keep records up to date. Establish procedures in communicating job openings among coordinators. Developing a public-relations program with the business community so they will participate in the district placement service. Follow-up records of BOE programs--Develop forms, filing procedures and outcome studies that would be pertinent to providing BOE

students with relevant programs. Federal funds total $3,000.00.

VTP 1485

Title: Agribusiness and Natural Resource Education in Michigan: Employment Demand, Competencies Required, and Recommended Delivery Systems.

Initiator: Eugene Trotter
Institution: Michigan State University, East Lansing
Sponsor: Michigan State Department of Education, Lansing
Duration: January 1, 1974 Through December 31, 1974

Objectives: (1) To determine the demand for employers in terms of present and emerging jobs and in terms of the number of these jobs available, (2) To assess the competencies required for entrance and advancement in agricultural related jobs, (3) To assess the congruencies and discrepancies in existing vocational agribusiness and natural resources program.
Methodology: It is anticipated that the manpower demand will be determined through a process which involves analysis of (a) previously conducted studies and census data, (b) data from existing employers, self-employment and data about potential new employers, and (c) employment/career patterns within the agribusiness and natural resources fields. The methodology to be employed for this part of the study will be based on the model of curriculum development utilized by the Capital Area Career Center (Ingham Intermediate School District). Some competency studies related to this study have been completed or are now underway in Michigan and other states. These and others will be utilized when appropriate. Competencies required in agricultural related jobs will be determined according to the following categories or adaptations of categories: (a) job skills, (b) job knowledges, (c) job behaviors, (d) basic skills, and (e) equipment and tools required. The data collection instruments and the computer programs developed by the Capital Area Career Center will be utilized to the maximum extent feasible. Federal funds total $57,445.00.

VTP 1486

Title: Articulation of Occupational Education Programs Between Secondary Schools and Community Colleges/Technical Institutes.

Initiator: No data
Institution: James Sprunt Institute and Duplin County Public Schools, North Carolina
Sponsor: North Carolina State Department of Public Education, Raleigh
Duration: September 1, 1974 Through February 29, 1976

Objectives: (1) To improve coordination of occupational education programs between the public schools and the technical institute, (2) To develop proficiency tests for selected common curricula and to place entering students according to their achievement level, and (3) To develop a comprehensive model plan for the articulation of high school occupational education programs with those of the community college/technical institute which can serve as a guide for articulation efforts throughout the state.
Methodology: (1) Comprehensive study and coordination of selected curricula, including preparation of new course outlines with clearly defined objectives and instructional methods. The Coordinator will work directly with instructors from the public schools and technical institute to accomplish this. (2) Use of consultants and study of other articulation projects and literature and application to present project where appropriate. (3) Development of proficiency tests in focus programs to measure the achievement levels of entering students. (4) Implementation and evaluation of preliminary model articulation plans, including proficiency tests. The overall articulation program will be tested and revised as necessary during this period. (5) Publication of model articulation plan and dissemination to all appropriate educational agencies through direct mailings, workshops and educational publication. Federal funds total $37,200.00.

VTP 1487

Title: An Assessment Procedure to Determine the Effectiveness of

Individualized Instruction Approaches in the Technical Institutes and Community Colleges of North Carolina.

Initiator: Mildred B. Johnson
Institution: University of North Carolina, Greensboro, School of Home Economics
Sponsor: North Carolina State Department of Public Education, Raleigh
Duration: July 1, 1974 Through December 31, 1975

Objectives: (1) To identify aspects of the Occupational Education programs in the Technical Institutes and Community Colleges of North Carolina which have been individualized; (2) To determine the degree to which individualization has been implemented in each institution; (3) To develop a model, evaluate measures, and guidelines for assessing the effectiveness of instructional approaches used to meet the individual needs of students; and (4) To disseminate model, evaluate measures, and guidelines developed to assess the effectiveness of individualized approaches used in Occupational Education programs in Technical Institutes and Community Colleges.
Methodology: (1) Review of literature to determine: (a) instructional approaches used to individualize instruction, (b) content to include in developing a profile describing individualized instruction approaches, (c) evaluate measures used to assess individualized instruction approaches; (2) Develop a profile form for determining individualization status of Occupational Education programs in the Technical Institutes and Community Colleges; (3) Identify Occupational Education instructional personnel in all of the Technical Institutes and Community Colleges of North Carolina who are implementing individualized instruction approaches; (4) Visit selected sites to pre-test the instrument developed in step 2 and make necessary revisions, (5) Use profile form in a survey of all instructional personnel using individualized instruction approaches to determine: (a) aspects of the teaching-learning process that are individualized, (b) degree of individualization of these aspects; (6) Summarize data to determine individualization status within Occupational Education programs in all of the Technical Institutes and Community Colleges in North Carolina. Federal funds total $23,100.00.

VTP 1488
Title: The Development of a Suggested Model for Keeping Vocational and Technical Education Teachers Updated in Their Fields.

Initiator: Lowell A. Speight
Institution: Durham Technical Institute, North Carolina
Sponsor: North Carolina State Department of Public Education, Raleigh
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To determine the various methods and techniques currently being used to provide occupational updating for vocational education teachers, (2) To sample the opinions of administrators, and of teachers of vocational education as to the efficiency of the methods and techniques in use to provide for occupational updating, (3) To identify methods and/or techniques that should be used to provide for occupational updating, based upon opinions of administrators and teachers of vocational education, (4) To develop a suggested model or models for facilitating occupational updating of teachers of vocational education, and (5) To evaluate the proposed model by submitting it to a selected jury of persons knowledgeable of vocational education for critique and suggestions. The model will be revised in accordance with the suggestions of the jury.
Methodology: (1) Review literature and develop questionnaire, (2) Review of questionnaire by jury of vocational educators, (3) Revise questionnaire, (4) Select population sample and collect data, (5) Analyze data and develop model, (6) Review of model by jury of vocational educators, and (7) Revise model and develop paper describing project procedures and conclusions. Federal funds total $2,400.00.

VTP 1489
Title: Criterion References Evaluation of

Administrators and Faculty in Technical Institutes/Community Colleges.

Initiator: Donald W. Bryant
Institution: Carteret Technical College, Morehead City, North Carolina
Sponsor: North Carolina State Department of Public Education, Raleigh
Duration: September 1, 1974 Through August 31, 1975

Objectives: (1) Prepare a survey to elicite responses from community college personnel as to what measurable activities are to be accomplished by community college instructors, (2) Determine by survey what a community college instructor is supposed to do (teaching and related activities), (3) Analyze the data and categorize the types of responses, (4) Prepare an instrument which should be useful statewide (with minor modifications) that will allow administrators to evaluate faculty based on specific measurable criteria, (5) Use the instrument for six months in actual operation, (6) Assess the manpower (man-hours), problems, and strong points in operationalizing the program, and (7) Prepare and disseminate a complete report of all findings to all institutions in the North Carolina Community College System.
Methodology: (1) The director will personally prepare the survey instrument that will be mailed to the following individuals in each of the 57 institutions: (a) One copy to the chief educational officer of each institution, (b) One copy each to three instructors (to be chosen by the president of the respective institution), (2) A mailed follow-up letter will be sent if necessary, (3) As a last resort personal trips will be made to secure 100% participation, and (4) The survey returns will be analyzed and separated by category of objectives to be achieved. Federal funds total $22,300.00.

VTP 1490
Title: A Study of Selected Criteria for the Prediction of Success in Selected Vocational-Technical Training Programs.

Initiator: C. Thomas Skaggs
Institution: University of Maine, Orono
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: June 1, 1974 Through June 30, 1974

Objectives: (1) Provide the data necessary for determining the applicability of selected tests for use by Regional Vocational Technical High Schools in the State, (2) Select an optimum set of predictor variables for success in regional voc-tech programs, and (3) Communicate results to relevant audience.
Methodology: (1) Administer test battery to students, (2) Score and process the results of the tests, (3) Prepare data for computer analysis, and (4) Implement statistical analyses via computer. Federal funds total $1,500.00.

VTP 1491
Title: A Comparative Study of Alternative Methods and Techniques in Stenographic Training.

Initiator: Doris Robey
Institution: Pulaski County Special School District, Little Rock, Arkansas
Sponsor: Arkansas State Department of Education, Little Rock
Duration: July 1, 1974 Through June 30, 1975

Objectives: To develop and implement a short-hand program that will provide students with job-entry skills at the end of one school year.
Methodology: In order to ascertain whether the machine method is a more effective approach for teaching shorthand, it will be necessary to establish experimental and control groups. Efforts will be made to match the students in each group and to compare the traditional method with two modified approaches. One experimental class using the machines will be given a maximum amount of instruction, dictation and assistance from the instructor. Another experimental class using the machine approach will be organized in which the students will receive a minimum amount of instruction, dictation and assistance from the instructor. This latter group will primarily be taught through the medium of tapes and other self-instructional aids. Federal funds total $10,200.00.

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VTP 1492
Title: Investigation of Training Aids and Equipment Available for the Transfer to the Metric System in Area Vocational Centers.

Initiator: Robert Savage
Institution: Lamoille Union High School, Hyde Park, Vermont
Sponsor: Vermont State Department of Education Vocational-Technical Department, Montpelier
Duration: September 15, 1973 Through June 30, 1974

Objectives: (1) To collect and evaluate educational materials presently available in the metric system in order to plan and develop a program of instruction within the duration of the project, (2) To develop a program of instruction for teachers and students in the metric system, and (3) Upon completion of the instructional program, to conduct in service training sessions for Lamoille Union High School Vocational teachers. Methodology: To meet the objectives, letters will be written requesting information from publishers and manufacturers. We, project directors, will then review this material and give it to vocational teachers in specific trade areas for their evaluation of material in their occupational area. With the reports from the above, the program directors will select the most suitable material and write an instructional program. Federal funds total $1,754.00.

VTP 1493
Title: Research Project on Career Development in Merged Area III.

Initiator: James D. Van Eldik
Institution: Iowa Lakes Community College, Estherville, Iowa
Sponsor: Iowa State Department of Public Instruction, Des Moines. Career Education Division
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To determine the career development needs of children and adults within Merged Area III, (2) To determine how well current programs and activities meet these needs and what changes or additional programs are required including an estimate of their costs, (3) To determine present and future employment opportunities and trends and to determine to what extent educational institutions, especially at the secondary and post-secondary levels, take these future developments into account in program planning and development and determine methods for utilizing this material in the future, and (4) To determine methods by which educational agencies can cooperate to insure a cohesive career development process from kindergarten through adult.
Methodology: (1) Establish a "heterogeneous" advisory committee, (2) Involve area social agencies from the beginning for data input and planning the delivery system, (3) Develop research instruments, (4) Define age subgroup populations within each school and school district, and acquire population data and employment information on Area III adults, (5) Assess student and adult career development needs, (6) Evaluate current educational programs and community resources, (7) Develop new program alternatives required to meet student needs, (8) Relate employment information to area career development needs, (9) Develop adult program alternatives to meet ascertained needs, (10) Develop an Area Wide Plan for Career Development based on survey results and on the state and national models for career development, (11) Review the plan with the Area III Superintendents' Consortium and accept recommendations, (12) Summarize findings and conclusions in a final report, (13) Review project with DPI and Steering Committee, and (14) Begin implementation of the Area Wide Plan for Career Development. Federal funds total $5,000.00.

VTP 1494
Title: Study of the Vocational Education Grants Management System.

Initiator: Melvin Barlow
Institution: University of California, Los Angeles
Sponsor: California State Department of Education, Sacramento
Duration: April 1, 1974 Through September 1, 1974

Objectives: (1) To determine whether or not the present system for distributing Vocational Education funds to school and community college districts is based on stated Congressional intent for use of P.L. 90-576, Parts B and F funds, (2) To determine whether or not the present systems for distributing Vocational Education funds by competitive project grants are based on stated Congressional regulations for use of P.L. 90-576, Parts A, C, D, G, and H funds, (3) To determine whether or not a representative sample of school and community college district Vocational Education administrators believe that the existing entitlement and grants management systems should be changed, (4) To determine the changes, if any, in the entitlement and grants management system that a representative sample of school and college district administrators believe should be made, (5) To develop a recommended system, and an alternative, for distributing funds under each part of P.L. 90-576 that would have high impact, and (6) To provide to the Vocational Education Unit of the California State Department of Education by September 1, 1974 a final report.
Methodology: A presurvey instrument will be developed with the selection of items being based upon publications referred to above, upon the store of information obtained in prior work in the vocational education area and upon information obtained in discussions with a limited number of knowledgeable individuals, preferably not part of the representative sample. This presurvey instrument will then be reviewed with ad hoc advisory committee members of to obtain their comments and suggestions. It would be desirable for this contact with the ad hoc advisory committee to be a group meeting, not only to discuss the survey instrument, but also to consider the further conduct of the study. Federal funds total $16,000.00.

VTP 1495
Title: The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.

Initiator: Ralph Parsons
Institution: Forsyth Technical Institute, Winston-Salem, North Carolina
Sponsor: North Carolina State Department of Public Education, Raleigh
Duration: July 1, 1974 Through June 30, 1976

Objectives: (1) To develop instructional materials for vocational physics in the form of modules. (2) To assemble audio-visual materials to support the modules.
Methodology: (1) Choose approximately twelve module titles to represent a wide span of vocational interests, acquire the necessary equipment and materials, write the modules, test and revise the modules. (2) Review available audio-visual materials for appropriate content at the level of the vocational student and develop materials where necessary. Federal funds total $26,300.00.

VTP 1496
Title: Model Store Curriculum - A Developmental Model for North Dakota.

Initiator: Todd Goschen
Institution: Fargo Public Schools, North Dakota
Sponsor: North Dakota State Department of Education, Fargo
Duration: July, 1974 Through December, 1974

Objectives: (1) To develop a curriculum that will be applicable and readily available for the opening of the Model Store this fall. (2) To disseminate this project to other Distributive Education Programs in North Dakota.
Methodology: The applicants have experience in curriculum development and writing. In past summers, they have developed their own curriculum through the Fargo Public Schools. The design used in this project would be similar to those developed in this system. Learning packages with appropriate numbers, prerequisites, pre-tests, learning experiences, and post-tests will be used. Estimated time for the gathering of information, analysis of it, and writing of the project is twenty days at five hours per day. Federal funds total $1,200.00.

VTP 1497
Title: Guidance Awareness Program. Narrowing the GAP Between Home and School.

Initiators: Ken LaMont & Naomi Rice
Institution: Bend School District #1, Oregon
Sponsor: Oregon State Department of Education, Salem
Duration: June 20, 1974 Through June 20, 1975

Objectives: (1) To visit the home of each incoming sophomore student for an orientation and guidance conference. (2) To conduct small group meetings with the sophomore students and their advisors during the school year.
Methodology: To develop a program which will prepare both students and parents for a productive high school experience. This program will involve twenty-five teachers, administrators, and counselors who will act as guidance advisors to new sophomore students. They will visit each student's home before the school year begins, and will follow through by conducting guidance groups with these students during the school year. Federal funds total $3,310.00.

VTP 1498
Title: Career Education Curriculum Laboratory.

Initiator: James C. Edmundson
Institution: Career Education Curriculum Laboratory, Career Education Center, Florida State University
Sponsor: Florida State Department of Education, Tallahassee
Duration: July 1, 1973 Through June 30, 1974

Objectives: To provide a multi-media presentation for use by DOE Area Consultants demonstrating how the Catalog can be used. To briefly orient and inform users of the catalogs format and major categories of employability skills. To illustrate for the prospective user how to select appropriate objectives and develop teachers abilities in the use of the catalog.
Methodology: (1) Utilize a condensed version of the script from existing slide/tape prepared as an introduction to the catalog. This will serve as the introduction to and history of the overall project. This existing slide/tape was underwritten by the Laboratory and used in meetings with the five area offices. The script is attached to the proposal. (2) Develop additional script to be added to a brief introduction that will serve as "How to Use the Guide" section. This will be prepared by the Laboratory staff in consultation with the DOE representatives and others having experience with employability skills objectives. Efforts will be made to include activities and information similar to those presented in the one-day training workshop which was part of the original project to develop the catalog. (3) Produce the necessary visuals to accompany the script. This and the production of the original copy of the slides and accompanying tape will be prepared by CECL. (4) As requested by the area consultants for Career Education, 5 copies will be reproduced for each area and delivered to the DOE for distribution to the area offices. Reproduction of the 26 copies of slides and tapes will be coordinated by the Laboratory. (5) Laboratory staff members will demonstrate a suggested method of utilizing the slide/tape for each of the five areas upon their request. Two areas have requested this service as of this date. Federal funds total $2,500.00.

VTP 1490
Title: Career Education Program.

Initiator: James F. Ryan
Institution: East Providence School Department, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Students in the Elementary Component will have acquired career awareness and knowledge by responding correctly to targeted levels of test items on the Knowledge of Careers Test for the appropriate grade level. (2) Students in the Secondary Component will have acquired the techniques to solve problems and establish self direction as measured by the Career Maturity Inventory

subtests. (3) Students in the Secondary Component will show knowledge of careers as measured by the Career Maturity Inventory subtests.
Methodology: (1) Student-teacher contracting for career-oriented activities, (2) individualized instruction of basic skills integrated with career related activities, (3) on-site visits to business-industrial locations for the purpose of interviewing, observing and attaining a degree of awareness of the world of work, (4) use of the interdisciplinary team approach, (5) the school within a school concept, (6) the teacher performing in a guidance role for approximately thirty students by acting as their group leader, (7) a program of visitation to the high school by representatives of occupations within identified career clusters - a modified "Careers Day" program, and (8) task cards, job sheets and individual learning packets. Federal funds total $28,703.00.

VTP 1500
Title: Industrial Based (Construction/Manufacturing) Career Education.

Initiator: John M. MacManus, Jr.
Institution: Providence School Department, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: September, 1974 Through June, 1975

Objectives: (1) To introduce an exemplary middle school Industrial Based Career Education program via career awareness, world of construction, and manufacturing concepts and activities to provide the beginning for a smooth transition between school and earning a living for young people still in school, (2) To decrease drop-out rates, (3) To promote student interest and cooperation between school and industry, (4) To broaden career aspirations and opportunities for students (especially disadvantaged students), and (5) To prepare pupils for experiences which will enhance attitudes about the world of work.
Methodology: Gilbert Stuart Middle School has developed a school plan for 1974-75 which divides the school into three houses. The first house is the lower house consisting of 470 Crade 5 and 6 students and 14 basic subject teachers. The lower house will be divided into three interdisciplinary teams: one 5th grade team with four teachers (one acting as team leader) and approximately 115 students; two 6th grade teams of four teachers, each and approximately 122 students each; and one teacher running a special needs class that will service all three lower house teams. The career awareness and self-development component of Project IBCE will be primarily geared toward the 5th and 6th graders with each team devoted to interdisciplinary career education projects based on the objectives stated in the program (individually and at least twice a week in groups). All efforts will also be made to relate the academics and special subjects (reading, math, social studies, language arts, art, music, industrial arts, home economics, etc.) around the core curriculum of careers. The exploration component of Project IBCE will focus on 7th graders around the construction segment and 8th graders in the manufacturing segment. Fifty 7th and fifty 8th graders will be chosen on an interest basis to pilot this program for the first year. The following years all of the industrial arts classes will consist of these two programs. Simultaneously, a new curriculum for 7th and 8th graders has been written and will become effective in the 1974-1975 school year. This program is career oriented and concerns itself with the career clusters associated with consumerism and homemaking. Federal funds total $8,687.00.

VTP 1501
Title: Career Awareness Project II (CAP II).

Initiator: Linda Handel
Institution: Frenchtown School
Sponsor: Rhode Island State Department of Education, Providence
Duration: September, 1974 Through June, 1975

Objectives: (1) During the project twenty-five sixth grade students will demonstrate knowledge of the natural world around them by individual or group projects such as helping to beautify the school grounds, planting a rock garden and making a terrarium. This will be measured by teacher observation. (2) By the end of the project this class will demonstrate with 80% accuracy knowledge of the careers listed for this cluster. (3) By the end of the project twenty-five sixth grade students will demonstrate knowledge of the relationship of man to his environment by a research report or project.

Methodology: There will be two sixth grade teachers introducing approximately 55-60 students to the concepts and activities of career education during the 1974-1975 school year. One teacher will be presenting three clusters to her class in specifically designed units. Each unit will take approximately one-third of the school year, however, a unit will informally continue beyond the conclusion date. The next teacher will be presenting two units that will also be taught consecutively over the course of the year. One unit will make approximately two-thirds of the year and will be followed by the second unit for the conclusion of the year. Four clusters and more than sixty careers will be taught during these two classes. The teachers will share in field trips, speakers and projects so that both classes will be exposed to the clusters involved both formally and informally. Federal funds total $8,061.00.

VTP 1502

Title: An Exemplary Project in Vocational Education Curriculum Design in Hamilton County.

Initiator: Sam P. McConnell
Institution: Hamilton County Schools, Chattanooga, Tennessee
Sponsor: Tennessee State Board for Vocational Education, Nashville
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To provide for reorganization of grade pattern and added career emphasis in Grades K-5, with career awareness interwoven with regular instruction, Grades 6-8, with career orientation, Grades 7-9, with career exploration - Pre Voc, Grades 9-12, Adult with Vocational Education Opportunities; (2) To provide availability in grades 7-12 of Guidance, Counseling, and Job Placement Services; (3) To provide better utilization of instructional space at the feeder schools and the Vocational Education Center; (4) To improve Teaching and Guidance Performance; (5) To expand Community Involvement; (6) To provide continuing curriculum up-dating through utilization of Advisory Committees; (7) To provide for the development of Pre-Voc Curriculum Design; (8) To provide for the development of a Vocational Course Manual; and (9) To provide for the development of Transportation Schedules.

Methodology: The approval of funding for construction of the Vocational Component of the Human Resources Center has assured educational change will occur in the northwest portion of the County. A broad variety of vocational training will be offered which has never been available within Hamilton County Schools. With the completion of the vocational facility, classroom space will become available at the four high schools as students spend time away from these buildings at the Center. In orderly sequence additional needed changes may evolve if staff, students, and community have been brought along in planning and orientation. Change within any organization emerges problems which need attention very early in the process. Resources requested to support this proposal will permit directing attention to problem areas. Federal funds total $59,100.00.

VTP 1503

Title: World of Work.

Initiator: Donna Walsh
Institution: Hope Valley School, Honkinton, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: June 30, 1974 Through June 30, 1975

Objectives: (1) To write objectives in behavioral performance terms, (2) To detail what measurable behavioral changes including level of proficiency can be expected to see as a result of the program and what overall effect this will have on the problem as defined.

Methodology: (1) Specify the age, level and number of participants and any other variables that could have an influence on the outcome of the project, (2) Relate the steps and procedures to be followed in attaining objectives (3) Give a statement of activities and services to be offered and how they are related to the objectives you have set, and (4) Identify your schedule of events and monitoring system to be used in checking on the implementation of the program. Federal funds total $2,885.77.

VTP 1504
Title: ICE (Investigating Career Education).

Initiator: Sister Therese Cornellier, PM
Institution: Diocese of Providence, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To orient teachers in Grades 1-6 to an awareness of Career Education Curriculum and to assist them to initiate programs implementing Career Education, (2) To assist in the development of curriculum, (3) To provide in-service for teachers to help them to develop in pupils attitudes about the personal and social significance of work, to develop each pupil's self-awareness and aspirations, to improve overall pupil performance by unifying and focusing basic subjects around a career development theme, and (4) To set up a resource center for Career Education.
Methodology: At the beginning of the project, it will be the responsibility of the Career Education Curriculum Developer to organize an interactive network of interested school principals, classroom teachers, and parents. In the initial stages of his work, he must gain the cooperation and interest of the teachers and principals by introducing them to an understanding of the concepts of Career Education and establishing it as an educational objective of high priority for the academic year. He must familiarize himself with the non-public educational system and its curriculum. To determine the changes that will be necessary to integrate true career education into grades one through six. With an Advisory Council of teachers, administrators and interested public school personnel, he will design the career education model most appropriate for the non-public schools. Federal funds total $12,531.25.

VTP 1505
Title: Student Characteristics and Success in Selected Vocational-Technical Training Programs: Extended Analysis and Interpretation.

Initiator: C. Thomas Skaggs
Institution: University of Maine, Orono
Sponsor: Maine State Department of Educational and Cultural Services, Augusta
Duration: July 1, 1974 Through August 31, 1974

Objectives: (1) Provide cooperating school personnel with an active participation experience in an applied research project, (2) Conclude the analysis of data generated from subjects, (3) Summarize the results of the statistical analyses in a form which will be useful to the cooperating school personnel, and (4) Communicate the results of the study to the appropriate audience.
Methodology: (1) Consult cooperating school personnel about the project, (2) Conduct additional analyses suggested by previous analyses of the data, (3) Examine and interpret the results of the analyses, (4) Prepare a written summary report of the project. Federal funds total $4,238.00.

VTP 1506
Title: Elementary and Secondary Vocational Clusters.

Initiator: George M. Zellick
Institution: Missoula County High School, Montana
Sponsor: Montana State Department of Public Instruction, Helena
Duration: January, 1974 Through June, 1976

Objectives: (1) To determine the needs and potentials of the student population, (2) To define the student environment (school, home and community) relative to vocational assets and deficiencies, (3) To

base reorientation and reorganization on defined needs, (4) To develop a master plan that promotes occupational awareness and exploration that leads to preparation through occupational clusters, (5) To determine which available materials and methods meet the occupational awareness and exploratory needs of the students, (6) To develop trial models of occupational clusters that are compatible with defined needs of students, and (7) To begin development of a handbook that will serve as a guide for the organization and installation of clusters.
Methodology: (1) A needs assessment will be conducted with help from Ohio State University or through the use of instruments such as the Student Vocational Interest Battery, the Kuder or Self Directed Search and the Environmental Assessment Technique developed by Dr. John L. Holland, (2) Various personnel from District #1 and Missoula County High School will be involved in developing a master plan for reorganization and reorientation, (3) Consultants will be called in to assist in the development of the master plan and related activities, (4) Current materials will be obtained from various sources such as Ohio State, Memphis School System, Portland School System, Helena School System, etc., reviewed, and evaluated for possible use in an awareness program for grades 1 through 6, (5) A skeleton outline of recommended exploration experiences will be formulated, (6) A working advisory group will be organized to work on development of plans and review of materials. This group will be composed of lay people, school personnel, and students, (7) Inservice training, informational and orientation sessions will be conducted for personnel that are or will be involved in the project, and (8) The project director and selected personnel will travel to a limited number of schools that are presently involved in similar projects. Federal funds total $39,850.00.

VTP 1507
Title: Developing Mini-Lessons.

Initiator: Frances S. Goldsmith
Institution: University of Louisville, Kentucky
Sponsor: Kentucky State Department of Education, Frankfort
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To develop 30-video tapes, 15 minutes in length using day care/nursery teachers in selected Louisville, Jefferson County Early Childhood Education centers and University of Louisville, technical staff in AV-TV center and professors in the Department of Home Economics, (2) To develop supplemental guide for use of video-tapes, and (3) To assist with plans for evaluation of effectiveness of the video-tapes and accompanying guide.
Methodology: Technical assistance will be sought by the project director from AV-TV personnel; content of tapes will be planned in consultation with experts in early childhood development and education to be within the framework of the subject matter suggested by the Home Economics Unit, Bureau of Vocational Education; centers and teachers will be selected on basis of recommendation of responsible individuals in related agencies and those recommended by the Department of Home Economic specialists. The project director will be responsible for preparation of scripts for the tapes, coordinating the teachers performance and that of the cameramen, as well as the technical preparation of the video-tapes. The supplemental guides for use of the tapes will be developed by the project director with assistance from other experts. Plans for evaluation of the effectiveness of the video-tapes and the accompanying guides will be developed by the project director in consultation with the staff of the Home Economics Unit of the Bureau of Vocational Education, Frankfort, Kentucky. Federal funds total $12,950.00.

VTP 1508
Title: Alternative Program Grade 7-9.

Initiator: Raymond Schuster
Institution: Waterbury Board of Education
Sponsor: Connecticut State Department of Education, Hartford
Duration: September 4, 1974 Through June 26, 1975

Objectives: (1) To develop an alternate educational program for students whose behavioral attitude in school would

indicate a high school dropout potential and delinquency risks, (2) To provide an alternate method for meeting the needs of students who are not succeeding in the standard school environment, (3) To provide participants with a relevant curriculum to meet their individual desires, and life goals, (4) To have the student develop a respect for the dignity of work and to provide students with a realistic view of the world of work, (5) To enhance the student's career aspirations, (6) To provide the student attitudes toward the local law enforcement agency, the school and community through a cooperative effort of the agencies involved, and (7) To aid students for an adjustment to a high school environment.
Methodology: The program will operate at the Croft Building using all the Vocational Education Arts facilities available. The school hours will be from 8:00 a.m. to 12:30 p.m. Monday through Friday, seven (7) periods a day, 40 minutes a day. School credits will be awarded which will allow the student to make the transition to a regular school situation. The existing sixty (60) 8th grade students will matriculate to the 9th grade level next year. The existing thirty (30) 7th grade students will matriculate to the 8th grade level next year. The remaining balance of the sixty (60) students are being selected by Career Education Specialists for the 7th and 8th grade level next year. Federal funds total $30,093.00.

VTP 1509
Title: Career Education Program, Troup Middle School.

Initiator: Vincent M. Gagliardi
Institution: New Haven Board of Education
Sponsor: Connecticut State Department of Education, Hartford
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) To continue to develop positive self-awareness in student participants, (2) To provide extended information of the world of work, (3) To continue to provide exploration of actual work and "hands on" experiences, (4) To continue to develop realistic self-appraisal by students of their ability to fit into specific career cluster areas, (5) To continue to develop decision-making skills as they relate to future careers, (6) To provide skills in Career Education approaches, techniques, and procedures for the total school staff through departmental and faculty in-service workshops, consultant services, research, and up-date of career information, and (7) To provide skills in Career Education techniques which may be utilized by participants' parents with their children to improve motivation.
Methodology: The student participants in this year's program in grade sevel will continue in the program as eighth graders. One hundred new seventh grade boys and girls will be selected to participate in the project. The composition of the group will be heterogeneous in nature. Self-awareness and self-assessment will be an ongoing process in group guidance and group counseling. Career clusters will be introduced by Project Team Teaching Staff into the curriculum in an intensive interdisciplinary approach stressing "on the site" learning experiences. Resource people in the private sector will be utilized to enrich the "in school" aspect of the program. Parent participation will be invited as career resource persons, and community liaison representatives. The New Haven Advisory Committee for Career Education and the New Haven Chamber of Commerce will be actively involved as participants and consultants. A modest Career Resource Center to serve the project will be established as an adjunct to the Troup Middle School Library and Guidance Department. Federal funds total $27,355.00.

VTP 1510
Title: Career Education in the Norwalk Public Schools.

Initiator: Forrest E. Parker
Institution: Norwalk Board of Education, Connecticut
Sponsor: Connecticut State Department of Education, Hartford
Duration: July 1, 1974 Through June 30, 1975

Objectives: Career education represents

a movement aimed at instilling an emphasis on education as preparation for work through all levels of education without demeaning nor detracting from any other worthy objectives within the Norwalk schools. Stated in their simplest possible form, the objectives of the Norwalk Career Education Secondary Program are to help all students (a) want to work, (b) acquire skills necessary for work, and (c) engage in work that is satisfying to the individual and beneficial to society.
Methodology: This career education program will operate at five middle schools and two high schools in Norwalk. At the middle schools students will experience hands-on activities that will be reinforced by various self-discovery techniques and modeling influences. The high school level program will provide job preparation in a wide variety of occupations with special emphasis in the utilization of the community as a school. Our program offers an unusual opportunity for the many disadvantaged youth in the community. Through the counseling processes in the program, the student is encouraged to take advantage of the many options available to him, and is also placed in part-time employment to earn while he learns. Federal funds total $32,000.00.

VTP 1511
Title: High School Radio and T.V. Related Occupations.

Initiator: Maynard A. Olson
Institution: School District No. 1, Helena, Montana
Sponsor: Montana State Department of Public Instruction, Helena
Duration: August 28, 1974 Through June 2, 1974

Objectives: The major goal of the proposed project is two phased in that it encorporates an in-class academic phase (phase I) as well as a commercial and local school broadcasting phase (phase II) to allow students a broad range of experience in communication and job exposure.
Methodology: (1) Sixty (60) students will be selected to qualify to: operate 35mm, 3 1/4 x 4 1/4, and 16mm. cameras and will receive a comprehensive training program in (color & black & white) photo composition covering still, portrait, news, and sports formats; (2) Will be qualified to load, develop, process, and print color & black & white film. Color correction, cropping, enlargement, decoupages will be specific skill areas of concentration; (3) Will be trained and qualified to write, edit, time, and record audio scripts for radio and TV., utilizing school and commercial equipment; (4) Will be qualified to create and develop picture scripts for T.V. (P.S.A.) commercials and educational programs; (5) Will be trained in educational audio production and broadcasting, utilizing educational radio (F.M.) facilities; (6) Will be qualified to produce and record (studio and on-site location) 1/2 inch video shows centered around commercials, school and district activities, and commercial production; and (7) Will receive training in broadcast clerical procedures which will include traffic, logs, and office procedures. Skill level will be equal to entry level employment requirements. Federal funds total $19,146.00.

VTP 1512
Title: Career Orientation Education - C.O.E.

Initiator: Veretta Jungwirth
Institution: Providence School Department, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: September, 1974 Through June, 1975

Objectives: (1) To assist the elementary student towards the development of key concepts as a necessary foundation for adequate career decisions, (2) To assist the elementary student to develop a positive self-concept as the basis of self-confidence essential to trying out a variety of activities, (3) To assist the elementary student to develop an awareness of and an ability to respond to the environment (physical, intellectual, emotional), (4) To assist the elementary student to develop and understand his own value system and to understand the value system of others, and (5) To assist the

elementary student to participate in meaningful problem-solving and decision-making activities.
Methodology: (1) A variety of commercial and teacher-made materials will be used. These materials fall into three basic categories: career awareness or career education, self-development, and community-based resources. (2) The program will form the foundation of primary and intermediate studies instruction. Problem solving and decision making will be stressed as skills needed for survival in today's world. The six major social science disciplines will be utilized to build career development concepts. Our Working World will serve as a basic text to be supplemented by a wide variety of activities and multi-media materials. (3) Across subject matter areas, the students will participate in twenty flexible units on self concept and environmental awareness. The units will stress use of the senses, socializing, sharing and problem solving. Filmstrips, records, photoboards, and activity books will be used to stimulate thought and discussion. (4) Across subject areas, topics will be emphasized which are appropriate to Grades 2-4 where peer group activity and acceptance gain increasing importance. Color filmstrips, records, photoboards, and pupil activity books will be used. (5) Continued work will be pursued with Our Working World and related activities. Federal funds total $1,794.48.

VTP 1513
Title: Career Education for 20 Eighth Graders Who are Potential Drop-Outs.

Initiator: Evelyn Healey
Institution: Warwick School Dept. (Winman Jr. High School)
Sponsor: Rhode Island State Department of Education, Providence
Duration: August, 1974 Through June, 1 1975

Objectives: The twenty eighth-graders chosen for this career education program will have: (A) developed positive attitudes about their future by developing awareness of and exploring career goals as observed by the staff team using the Demos D Scale for the identification of dropouts, (B) raised their reading and math competency by at least seven grade equivalent units between pre-testing and post-testing of the Iowa Test of Basic Skills.
Methodology: By June of each year, select 20 7th graders, (Using Demos-D scale, referrals by faculty, academic achievement, truancy, discipline problems). By June of each year, select 6 members of Team Staff (1 Math/Science teacher, 1 English/Social Studies Teacher, 1 Project Director, 1 Department Head, 1 Guidance Counselor, Assistant Principal). By end of first week of school, administer ITBS tests. Weekly meetings of staff. Weekly meetings of students, with 1 staff member. Monthly field trips, planned by students in career exploration activities. By May of year, post-test ITBS for reading and math, post-test for attitudes using Demos-D Scale. Federal funds total $4,187.08.

VTP 1514
Title: Career Orientation Education - COE.

Initiator: Vilma Coia
Institution: Providence School Department, Rhode Island
Sponsor: Rhode Island State Department of Education, Providence
Duration: September, 1974 Through June, 1975

Objectives: (1) To assist the elementary student towards the development of key concepts as a necessary foundation for adequate career decisions, (2) To assist the elementary student to develop a positive self-concept as the basis of self-confidence essential to trying out a variety of activities, (3) To assist the elementary student to develop an awareness of and an ability to respond to the environment (physical, intellectual, emotional), (4) To assist the elementary student to develop and understand his own value system and to understand the value systems of others, and (5) To assist the elementary student to participate in meaningful problem-solving and decision-making activities.
Methodology: The Career Education Program integrated throughout the curriculum of the third, fourth, and fifth year levels will be presented to 300 students with an

approximate age span of 8 to 11, each level divided into four class groups, during the period September 1974 to May 1975. The goals of the program are: (1) The student will develop concepts which will be needed to make adequate career decisions at a later date, (2) The student will develop a self-concept and awareness of his environment through Career Education, (3) The student will develop an understanding of his own value system and those of others, (4) The student will come to realize his own special aptitudes and interests, and (5) The student will develop an awareness of attitudes important for success in the world of work. Each class group represents the child's possible level of capacity without exposing him beyond his level of frustration. Federal funds total $4,109.82.

VTP 1515
Title: A Developmental Program for Preparing All Students for the World of Work.

Initiator: Carmine Ruggiero
Institution: Cranston School Department
Sponsor: Rhode Island State Department of Education, Providence
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Identify five workers from a list of ten who make and/or repair things and be able to match these workers with his tools, (2) Identify five workers from a list of ten who sell things and be able to match these workers with what they sell, (3) Identify five workers from a list of ten who take people and things to places and be able to match these workers with what they use to carry the people and things, (4) Identify five workers from a list of ten who have specialized occupations, (5) Identify five workers from a list of ten who have unspecialized occupations, (6) Classify various occupations as to whether they are indoor, outdoor, of both occupations, and (7) Associate various careers with the primary grade subjects needed to be learned for those careers.
Methodology: The teachers should begin their program about the third week of September, assisted by the guidance counselor. They would begin small and large group discussions with the students to make them aware that a successful career is based upon interest and ability; that one's personal capabilities relate to one's career; and, to make the student realize the application of school subjects to different careers, as well as to one's present life environment. From the beginning of October to the third week of May, the project's range in scope would be as follows: The students will begin to explore the relationship of self image, educational environments and their world of work. (A) To recognize the interrelationship between various family workers, (B) To recognize the need for family workers, (C) To recognize an understanding of various careers in the World of Work and their interrelationships, (D) To be aware that there are many different workers as well as tasks they perform and where they work, (E) To recognize the fifteen career fields, the careers within these fields, and the reason why people work in different careers, and (F) To know the step-by-step completion of specific tasks frequently performed by a person in a particular career. To understand why people work at what they do, and how they get a job. The teaching staff will consist of teachers, representing each grade, special education teachers, part time guidance counselor, teacher aides. Federal funds total $12,629.93.

VTP 1516
Title: Printing Without Ink.

Initiator: Sol. Covais
Institution: Patrick J. O'Rourke Children Center
Sponsor: Rhode Island State Department of Education, Providence
Duration: September 4, 1974 Through June 10, 1975

Objectives: (1) To provide simulated work experiences from which students may learn how to apply for, obtain and keep a job; (2) To provide and maintain an atmosphere of work and social behavior with minimum structure and maximum creativity.
Methodology: This program, "Printing Without Ink" will be housed in the Children Center grounds and it will include boys and girls in primary through

secondary grade level. This program has responsibilities that students must concur with: (1) Fill out behavior modification form, (2) Fill out order forms (job sheet), (3) Keep record of: (a) Time spent, (b) Materials used, (c) Materials wanted, (4) Correct spelling, (5) Keep area clean, (6) All forms must be completed before work begins, (7) Students must sign forms, and (8) Layout sheet must be correct. Federal funds total $2,745.80.

VTP 1517
Title: Creating Career Awareness.

Initiator: Jeannette Geary
Institution: Ashaway School
Sponsor: Rhode Island State Department of Education, Providence
Duration: September, 1974 Through June, 1975

Objectives: (1) Write your objectives in behavioral performance terms, (2) Detail what measurable behavioral changes including level of proficiency you expect to see as a result of the program and what overall effect this will have on the problem as defined.
Methodology: (1) Specify the age, level and number of participants and any other variables that could have an influence on the outcome of the project, (2) Relate the steps and procedures to be followed in attaining objectives, (3) Give a statement of activities and services to be offered and how they are related to the objectives you have set, and (4) Identify your schedule of events and monitoring system to be used in checking on the implementation of the program. Federal funds total $2,951.08.

VTP 1518
Title: Effectiveness of Model Office, Cooperative Office Education, and Office Procedures in Developing Office Decision-Making Abilities, in Changing Perceptions of the Office World of Work, and in Developing a Knowledge of Business Fundamentals and General Business Information.

Initiator: Charles R. Hopkins
Institution: College of Education, University of Minnesota, Minneapolis
Sponsor: Minnesota State Department of Education, St. Paul
Duration: September 1, 1972 Through October 31, 1973

Objectives: (1) Do students, after having completed a course in model office, cooperative office education or office procedures, make office decisions different from those made prior to enrollment in the course? (2) Do students, after having completed a course in model office, cooperative office education, or office procedures, make office decisions similar to those made by employers? (3) Do students, after having completed a course in model office, cooperative office education, or office procedures, make office decisions similar to those made by secretaries? (4) Is there a difference in office decision making abilities among students who have completed a model office, cooperative office education, or office procedures course? (5) Do students after having completed a course in model office, cooperative office education or office procedures have perceptions of the office world of work different from their perceptions prior to enrollment in the course? (6) Is there a difference in the office world of work perceptions among students who have completed a model office, cooperative office education, or office procedures program? (7) Do students, after having completed a course in model office, cooperative office education, or office procedures, score higher on the "Business Fundamentals and General Information" test than they did prior to enrollment in the course? (8) Is there a difference in scores on the "Business Fundamentals and General Information" test among students who have completed a model office, cooperative office education, or office procedures course?
Methodology: The population will include students enrolled in model office, cooperative office education, and office procedures. Students will complete the Socio-Economic Scale, Personal Characteristic Questionnaire, and the Thorndike Vocabulary Test. In addition, students will complete pre- and post-measures on office decision making, perceptions of office world of work, and business fundamentals and general business information. Ten to fifteen secondary

schools which offer all of the following courses in their curriculum -- full year model office, cooperative office education, and full year office procedures -- will be included in the study. The schools will be selected on a stratified random sample basis in terms of school enrollment. All students enrolled in either model office or cooperative office education courses in the selected schools will participate in the study. In addition, all 12th grade students enrolled in office procedures but not in model office or cooperative office education will be included. Federal funds total $7,410.00.

VTP 1519
Title: Rhode Island Education Management Information System.

Initiator: Paul A. Thomas
Institution: Rhode Island Department of Education
Sponsor: Rhode Island State Department of Education, Providence
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Conducting seminars throughout the state at the various administrative levels, instructing potential user's of the system as to the capabilities of the system as a management tool to insure the highest degree of utilization possible, (2) Formation of a data control and advisory group, whose task it will be to insure accuracy of incoming data and conformance with regulations regarding the submission of data to the MIS, as well as providing advice and consultation to the LEA's supplying data regarding their obligations and responsibilities and the services available to them through the system, (3) To provide maintenance of existing programs to insure their accuracy and reliability in the face of changing administrative needs, (4) Development of additional report-generating and data analysis programs so that the system will continue to be responsive and useful as a management tool and so that its applicability in this respect can be expanded to the greatest extent possible.
Methodology: Prior to the commencement of the 1974-75 academic year, a series of seminars will be held, at both the state and local level, for the benefit of the users and data suppliers of the MIS. The purpose of these seminars will be to thoroughly familiarize those in attendance with all non-technical aspects of the MIS in order to insure more enthusiastic participation in, and support of, the MIS. The seminars will specifically be directed towards instructing concerned individuals in exercising proper care and providing prompt responsiveness in the submission of data and towards creating a high degree of awareness of the benefits to be realized through thorough utilization of the MIS in assisting inmaking management decisions. Federal funds total $50,000.00.

VTP 1520
Title: Career Concepts Awareness.

Initiator: James E. Sullivan
Institution: Cumberland School Department
Sponsor: Rhode Island State Department of Education, Providence
Duration: July 1974 Through June 1975

Objectives: (1) Upon completion of the school year, students will demonstrate a 25% increase in growth in self-awareness as measured by teacher made pre and post tests, (2) Upon completion of the school year, students will show a significant increase of 25% in the skills necessary to carry through the decision-making process as measured by documentation and/or testing, (3) Upon completion of the school year, students will demonstrate a more positive attitude toward school as evidenced by a 25% increase in growth in attitudes as measured by pre and post tests, (4) Students will demonstrate a more positive attitude toward the world of work as measured by a 25% increase in attitudinal pre and post testing, and (5) Students will show a 25% increase in their knowledge of careers and the world of work as measured by teacher-made pre and post tests.
Methodology: Students will be selected for the project on the basis of random selection and parental approval. Two elementary schools will be involved. Approximately 450 students will participate from Garvin Memorial in grades K-4 and 125

from B. F. Norton in grades 5-6. The Program Director will be responsible for coordinating the program and consulting with principals and teachers on its implementation. The elementary guidance counselor will work with teachers on classroom self-awareness activities and working with children having behavioral, developmental or academic problems. The primary method to be employed in the classroom will be individualized learner-centered instruction. An environment conducive to individualization will be evident in the classroom by the arrangement of furniture, extensive use of materials independently operated by the child, individual or small group work, variety of activity simultaneously taking place, etc. Federal funds total $9,391.98.

VTP 1521
Title: The Design, Field Testing and Implementation of a Curriculum for the Course "Introduction to Vocations" for the Middle Schools and Junior High Schools of the Commonwealth of Virginia.

Initiator: William E. Dugger, Jr.
Institution: Virginia Polytechnic Institute and State University, Blacksburg
Sponsor: Virginia State Board of Education, Richmond
Duration: July 1, 1974 Through June 30, 1977

Objectives: (1) To develop a comprehensive, fully documented rationale for the curricular design, the field test and implementation experiences, and the evaluation procedure; (2) To identify a body of knowledge and design a total curriculum for the course entitled "Introduction to Vocations"; and (3) To develop the necessary software, and other curricular material, to teach such a course at the middle school or junior high school level; (4) To field test all developed software and curricular materials at no less than 10 sites across the State; (5) To revise these materials and/or the curriculum consistent with the results of the field test; (6) To continue the field test procedure with revised materials at the ten initial sites and at five new sites; (7) To conduct in-service programs for prospective teachers of the curriculum at various sites throughout the State; and (8) To prepare other interested teachers statewide for the curriculum's implementation through in-service orientation experiences designed to foster cooperation.
Methodology: During the initial phase a body of knowledge will be identified for the curriculum and expected student outcomes and/or achievements will be described and documented in behavioral terms. A comprehensive rationale document will be developed and published. Three publications will be developed to serve as the software portion of the curriculum. Generally the publications will relate to the following topical areas and concerns (one publication for each area): A student textbook; an activity handbook or manual; and a teacher's guide and/or implementation notebook. The feasibility of developing and incorporating a hardware package will also be thoroughly studied. The 10 field test sites will be selected and teachers identified during the first phase of the project. Federal funds total $271,732.00.

VTP 1522
Title: Educational Needs Assessment of Adults in the Globe-Miami Area.

Initiator: Jesse U. De Vaney, Jr.
Institution: Eastern Arizona College, Thatcher, Arizona
Sponsor: Arizona State Department of Education, Phoenix
Duration: February 15, 1974 Through June 30, 1974

Objectives: (1) During the Spring Semester of the 1973-74 academic year, Eastern Arizona College will review demographic and other existing data to identify potential educational needs of adults residing in the Globe-Miami area as evidenced by a report summarizing the data reviewed, (2) During the Spring Semester of the 1973-74 academic year, Eastern Arizona College will develop and administer a survey instrument to high school juniors, seniors, their parents, and Eastern Arizona College students enrolled at the Gila Pueblo to determine

their educational desires and aspirations as evidenced by a report summarizing the data received, (3) During the Spring Semester of the 1973-74 academic year, Eastern Arizona College will develop and administer a survey instrument to a ten percent randomly selected sample of the adult population residing in the Globe-Miami area to determine their educational desires and aspirations as evidenced by a report summarizing the data received, and (4) During the Spring Semester of the 1973-74 academic year, Eastern Arizona College will review and analyze the data obtained in Objectives 1-3 identifying the educational desires and aspirations of the Globe-Miami adult population, potential vocational programs, and target populations as evidenced by a report listing this information.
Methodology: The general design of this project is one of developing and using survey instruments to gather data from both the residents of the community and businesses and industries located within the community. This is a standard method and an economical means of collecting the type of information needed. An Advisory Committee composed of both groups will be utilized to insure local involvement and support for the project. Federal funds total $7,726.00.

VTP 1523
Title: A Follow-up Survey of Graduates of Sunnyside High School to Determine Vocational Placement.

Initiator: Gene C. Martin
Institution: Sunnyside High School District #12, Tucson, Arizona
Sponsor: Arizona State Department of Education, Phoenix
Duration: March 1, 1974 Through June 15, 1974

Objectives: (1) To conduct a survey of all student graduates which will combine the vocational follow-up information supplied by R.C.U. with a survey instrument of similar design for non-vocational graduates, (2) To collect and assess data that will indicate some strengths and weaknesses of the Sunnyside education program with an emphasis on the vocational education program. A survey of the total population of two graduated classes will help to ascertain the effectiveness of trade and industrial, business, home economics, and non-vocational classes, and (3) To compare occupational placement of graduates with vocational training and without vocational training. The survey will give some indication of the probable value of course offerings in finding proper placement.
Methodology: A survey instrument will be designed that will solicit information from non-vocational students that can be quickly completed by each recipient. using a tear-off post-card design, a high percentage of return is projected. It is designed to elicit response on the effectiveness of academic training without requiring a great amount of time or effort on the part of the graduate. The first population survey will consist of the entire graduated classes of 1972 and 1973. Questionnaires will be developed and a completion schedule formed after a panel of professional educators have evaluated the design in terms of the objectives of the study. After the data has been qualified and analyzed a complete document will be designed in the form of tables, narrative clarification, and percentage data. Some conclusions and recommendations will be included for use by the School Board, superintendent, and various curriculum decision makers at the high school level. Federal funds total $534.00.

VTP 1524
Title: Development and Use of Challenge Exams for Clinical Laboratory in Nursing II - Part I.

Initiator: Mary Jane Hattstaedt
Institution: Pima Community College, Tucson, Arizona
Sponsor: Arizona State Department of Education, Phoenix
Duration: April 1, 1974 Through June 30, 1974

Objectives: (1) To develop standardized tests to permit students, who have had work experience in any or all of the three clinical areas, to challenge clinical laboratory objectives in Nursing II, (2) To establish criteria which will permit students to challenge clinical objectives in Nursing II, (3) To

identify parts of standardized tests for Nursing II that are unique to hospital-based pediatrics and obstetrics, and nursing-home-based geriatrics, (4) To provide a model for challenging clinical laboratory requirement in Nursing II that could be applied to all nursing courses with appropriate modifications.
Methodology: (1) Provide an annotated bibliography on clinical challenge exams in undergraduate nursing education programs, (2) Obtain guidelines from Arizona State Board of Nursing. Testing procedure will conform to Board guidelines, (3) Development of Form I requesting information on clinical challenge exams and procedures currently in use in undergraduate nursing education programs in the Southwest, (4) Mail Form I described above to National League for Nursing and Western Interstate Commission on Higher Education and faculty of AD or other undergraduate nursing programs who provide clinical nursing challenge opportunities for their students, (5) Prepare Form II to gather specific information about previous experience students have had with well children, ill children, pregnant women, newborns and the elderly. This form would be given to Nursing II students and returned to faculty by the end of the 14th week of the Spring Semester, (6) Identify parts of nursing clinical laboratory that can be tested using current Nursing II syllabus and Nursing Careers Programs evaluation tool, (7) Prepare a list of former Nursing II students who have successfully challenged one or more clinical areas of Nursing II during calendar years 1972 and 1973. From this group of 20, students will be selected as nursing consultants. Four of these students successfully challenged more than one clinical area, and (8) Design a preliminary model of challenge criteria, utilizing behavioral objectives and evaluation tool with students in Nursing II at the end of the spring semester in obstetric, pediatric, and geriatric clinical laboratory. Federal funds total $5,284.00.

VTP 1525
Title: Development of Materials and Procedures for Teaching Occupational Survival Skills.
Initiator: Robert E. Nelson
Institution: University of Illinois, Urbana-Champaign Campus
Sponsor: Illinois State Board of Vocational Education and Rehabilitation, Springfield
Duration: September 1, 1974 Through August 31, 1975

Objectives: (1) To develop a curriculum guide for teaching occupational survival, (2) To field test the materials in at least three high schools during the fall semester, 1974, (3) To use at least three alternative techniques for implementing the materials into a total occupational education program, as well as the total high school educational program, (4) To develop two measurement instruments to determine the value of the materials and the techniques used to implement the materials into the high school curriculum, and (5) To review all materials relating to the problem of this study and prepare an annotated bibliography of materials relating to (a) occupational survival in general and (b) specific areas, such as: problem solving, industrial safety, and labor-management relations.
Methodology: (1) Review all available materials relating to occupational survival, (2) Identify critical incidents pertaining to occupational survival, especially in the areas of problem solving, industrial safety, and labor-management relations, (3) Develop materials and activities from the critical incidents which would help students understand and be able to use various occupational survival skills, (4) Have the materials reviewed, revised, and refined by a group of vocational educators, (5) Conduct in-service workshops for the high school teachers who will be field testing the materials, (6) Design at least three alternative methods for integrating the occupational survival materials into the high school curriculum, and (7) Implement the alternative methods for integrating the occupational survival materials into at least three high school curriculums. Federal funds total $39,998.00.

VTP 1526
Title: An Exemplary Project in Vocational Education Curriculum Design in Hamilton County.

Initiator: Sam P. McConnell
Institution: Hamilton County Schools, Chattanooga, Tennessee
Sponsor: Tennessee State Board of Vocational Education, Nashville
Duration: July 1, 1974 Through June 30, 1975

Objectives: (1) Reorganization of grade pattern and added career emphasis in (a) Grades K-5, with career awareness interwoven with regular instruction, (b) Grades 6-8, with career orientation, (c) Grades 7-9, with career exploration - Pre Voc, (d) Grades 9-12, Adult with Vocational Education opportunities; (2) Availability of grades 7-12 of Guidance, Counseling, and Job Placement Services; (3) Better utilization of instructional space at the feeder schools and the Vocational Education Center; (4) Improved Teaching and Guidance Performance; (5) Expanded Community Involvement; (6) Continuing curriculum up-dating through utilization of Advisory Committees; (7) Development of Pre-Voc Curriculum Design; (8) Development of a Vocational Course Manual; and (9) Development of Transportation Schedules.
Methodology: The approval of funding for construction of the Vocational Component of the Human Resources Center has assured educational change will occur in the northwest portion of the County. A broad variety of vocational training will be offered which has never been available within Hamilton County schools. With the completion of the vocational facility, classroom space will become available at the four high schools as students spend time away from these buildings at the Center. In orderly sequence additional needed changes may evolve if staff, students, and community have been brought along in planning and orientation. Change within any organization emerges problems which need attention very early in the process. Resources requested to support this proposal will permit directing attention to problem areas. Federal funds total $59,100.00.

VTP 1527
Title: Profile of School Dropouts in the Mesa Public Schools.

Initiator: James S. DeGracie
Institution: Mesa High School District #207, Arizona
Sponsor: Arizona State Department of Education, Phoenix
Duration: March 15, 1974 Through June 30, 1974

Objectives: (1) To develop a profile of the Mesa school dropout that includes variables such as age, sex, ethnic background, academic standing, and I.Q.; (2) To establish procedures for collecting profile information to obtain baseline data on the Mesa school dropout; (3) To determine if necessary components in our current Career Education/Vocational Education programs are directed toward the Mesa school dropout; (4) To insure quality control, increase reliability, validity and timeliness of the overall accomplishment of Goals 1-3.
Methodology: Two major analyses efforts are anticipated in this study. One is the complete profiling of the Mesa school dropout. The sample to be used in this analysis will be all designated dropouts from the 1972-1973 school year. The list is a compilation of those students, who left school prior to graduation requirements, and the study will verify the accuracy of that list. The analysis technique will be simple tabulations. The other analysis effort will be the determination of which of the background variables are the most closely related to dropouts. Federal funds total $4,342.00.

VTP 1528
Title: Pre-Vocational Model.

Initiator: Raymond H. Nunley
Institution: Rutherford County Board of Education, Vocational Education Department, Murfreesboro, Tennessee
Sponsor: Tennessee State Department of Education, Nashville
Duration: July 8, 1974 Through July 19, 1974

Objectives: (1) To develop understanding of the Tennessee legislation on Comprehensive Vocational Education and the concept of pre-vocational education including career education, (2) To develop and produce instructional materials and activities for use in pre-vocational education programs, (3) To develop scheduling patterns and student rotation plans with alternatives, (4) To plan an approach to development of effective public relations within the school and community, including advisory committees, (5) To identify useful community and instructional resources, and (6) To produce plans, equipment and supply lists, instructional and reference materials, and other necessary essentials for a model pre-vocational education program.

Methodology: Upon completion of the workshop, plans will be initiated for implementation of the model beginning with the 1974-75 school year to meet the following objectives: (1) To provide students enrolled in Central Middle School with counseling and pre-vocational education experiences so they may be assisted in evaluating their interests, abilities, values, and needs as they relate to occupational roles, (2) To provide students with opportunities for further or more detailed exploration of selected occupational clusters leading to the tentative selection of a particular cluster for in-depth exploration at the ninth grade level, (3) To improve the performance of students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme. Two consultants and other appropriate personnel from Middle Tennessee State University will meet with the faculty for ten (10) meetings during the year to assist with the project. Pre-vocational education students in teacher training may be assigned to the project on a semester basis to acquire practical experience with their course work. Federal funds total $105,000.00.

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